

TWENTY-FIFTH ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1930

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
Printed by W. D. McLean, King's Printer
1931

Edmonton, December 31st, 1930.

To His Honour

WILLIAM EGBERT,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1930.

I remain, Sir,

Your obedient servant,

PERREN BAKER,

Minister of Education.

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THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

Edmonton, December 31st, 1930.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1930. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book, Debenture, and Building Branches. The statistics dealing with the attendance of pupils at the public, separate, and private schools of the Province are for the school year commencing July 1st, 1929, and ending June 30th, 1930. The financial and departmental reports refer to the year ending December 31st, 1930.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister of Education.

REPORT OF DEPUTY MINISTER

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

Edmonton, December 31st, 1930.

SIR:

I have the honour to submit for your consideration the Annual Report of the Deputy Minister of Education for the year 1930.

Although there have been no radical changes made either in the school law, or in the courses of study during the year, a steady advance has been made in all lines of educational work throughout the Province.

There was an increase of 3,226 in the enrolment of pupils, thus making a total enrolment in the public and high schools of the Province of 168,076. The number of departments or classrooms increased from 5,345 to 5,558, and the average monthly attendance has increased more than two per cent. over the previous year.

SCHOOL DISTRICT ORGANIZATION.

Seventy-nine new school districts were organized in 1930, and in the majority of these districts school houses have been erected, and the schools are now in operation.

SECONDARY EDUCATION.

There has been a general recognition of the importance of education in all parts of the Province, and this is indicated by the increased attendance in the high schools. There were 21,280 pupils enrolled in the grades above the eighth during 1930, an increase of 1,847 over the previous year. In 1906 there was an average of 46 pupils in the elementary grades to each pupil in the secondary grades, and in 1930 there was an average of eight pupils in the public school grades for each pupil in the high school grades, or in other words 2.96% of the total school population in 1906 was enrolled in the secondary grades, and 12.66% in 1930.

During the year there has been a persistent demand for high school facilities in rural communities, and boards of trustees of these districts have requested information concerning the operation of the rural high school. A booklet dealing with the organization, financing and operation of this type of school was published by the Minister, and was sent to all trustees who inquired concerning high school education in rural centres. Three rural high school districts were organized during the year, and there are now sixteen of these districts in the Province. A number of these schools have been operating for a period of ten years, and have proven to be the best solution we have for providing necessary education in rural districts, as the costs are moderate and the results are highly satisfactory.

THE CORRESPONDENCE COURSES.

The correspondence work provided for children who are living in unorganized territory and in those districts where the schools are not operating has advanced rapidly under the capable management of the staff in charge of that branch of the department. The enrolment has increased steadily, and during this year has reached the five hundred mark. The total number of children that have received instruction since this department was organized is 1,600. The pupils have made good progress where their parents have been able to co-operate with the staff, and have been successful in their examinations. Eighteen students received assistance in the work of Grade VIII, and of the fourteen who wrote on the Departmental Examinations thirteen were successful in passing with creditable standing.

SUMMER SCHOOL FOR TEACHERS.

The summer school for teachers has been in operation for a period of five weeks during July and August each year since 1913, and the attendance of teachers at each session has been very encouraging. Teachers to the number of 558 were in attendance this year in order to improve their classroom work in literature, history, science, mathematics, art, music, writing, health education and various other subjects. I wish to express my appreciation of those teachers who sacrifice their time and their means with the purpose of becoming more proficient in their teaching and more competent to make their contribution to the school population of Alberta.

Many of these teachers possess those qualities which we associate with teaching, sound scholarship, a love of teaching, and an intense interest in their pupils, and in addition modesty and absence of self-seeking. Such teachers should have the undivided support of all ratepayers in school districts.

TECHNICAL EDUCATION.

Technical education has made advances in Calgary and Edmonton, but in general has been restricted to these two cities. Night classes in mining and steam engineering are in operation in other industrial centres, and were well attended during the year.

The Calgary Public School District opened a new Technical High School in September, 1929, and a large class was enrolled during 1930. The majority of these students will proceed to the second year courses in technical education, and as a third year course has been outlined by the Department of Education, it is possible that in September, 1931, a large class will enter the third or final year in this institution.

The Institute of Technology has had a very successful year, with an enrolment of 679 in the day classes, 505 in evening classes, and 235 in the correspondence classes in steam and mining engineering. The enthusiasm with which teachers and students attack their work in the shops and classrooms is stimulating, and marked progress and efficient workmanship are noticeable.

Six members of the staff of the Institute attended the summer school provided by the Federal Board of Vocational Education at Washington, U.S.A., in co-operation with the Colorado Agricultural College, at Fort Collins, Colorado, and the director and teachers in charge sent a special letter to this department congratulating us on the excellent work done by our teachers.

There is a growing demand for technical and pre-vocational training throughout the Province, but owing to financial conditions there are only a few centres that have provided the equipment and teaching staff that are required to operate such a school.

The statistical statements and special reports on the varied activities of the department indicate that substantial progress has been made along educational lines during the year 1930.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister.

REPORT OF SECRETARY OF DEPARTMENT

(M. M. O'BRIEN)

During 1930 the Department of Education made arrangements for the education of sixty-one deaf children and twenty-two blind children in schools for such pupils, located in Manitoba, Ontario, Quebec and British Columbia.

Forty-eight deaf children from this Province attended the Manitoba School for the Deaf at Winnipeg. During the first term there were forty-two children in attendance. At the opening of the September term five of these children did not return, having completed their courses, but six new pupils commenced, so that at the close of the year there were in attendance at that school forty-three children from Alberta. During the year eight deaf children attending the school at Vancouver, British Columbia, continued in attendance. There was no further increase in the attendance of deaf children from this Province at that school. In the school for deaf girls at Montreal two pupils continued in attendance and at the McKay Institute, in that city, the girl in attendance returned to school. For the first time in a number of years we sent two deaf boys to the school for deaf boys at Montreal. These commenced in September.

The number of blind children taken care of during 1930 was the same as that during the year 1929, viz., twenty-two. These were in school in Brantford, Montreal, Quebec and Vancouver. Ten children attended at Brantford during the first term, and of these, two did not return, but five new pupils commenced, bringing our enrolment in that school at the end of the year to thirteen. In Vancouver four blind children attended, and were still in attendance at the end of the year. In the school for the blind at Montreal three boys attended during the first term, but one of these did not return for the September term.

In addition to these the Department continued to assist one blind boy attending the University of Alberta, one blind girl for part of the year attending the Toronto Conservatory of Music, and two blind girls attending McDougall Commercial School, Edmonton.

The total cost to the Department of these deaf and blind children for the year 1929-30 was \$43,508.88. In addition to this amount, the local committee of the Canadian National Institute for the Blind obtained from the Trustees of the R. Tegler Trust, money to assist the four last-mentioned pupils. The money thus obtained was used to assist these pupils in paying their board, purchasing books, clothing, etc. As in former years a legislative grant of \$5,000 was made to the Canadian National Institute for the Blind. This was disbursed by the Western Division of the Institute in connection with the work principally among the adult blind of the Province. In addition to this amount, the Institute was successful in obtaining funds from the R. Tegler Trust, from the city

of Calgary, the city of Lethbridge, and one of the Service Clubs in the city of Calgary. This enabled the Institute to spend practically \$7,000 on this work in this Province. It is interesting to note that we have in this Province now for the first time a sight-saving class. It is operated in the city of Calgary. This class is to take care of children whose sight is affected, but who have sufficient vision to obtain an education without attending a school for the blind and obtaining an education through point systems. This class in Calgary was commenced during the latter part of 1929. A special grant of \$875 was paid the Calgary School Board in connection with this class.

SUB-NORMALS.

The special assistance given to districts providing classes for sub-normal students was continued in 1930. The total amount of this special grant was \$6,777.98, distributed as follows:

Location.	No. of Teachers.	No. of Pupils.	Ages.	Amount of Grant Paid.
Edmonton	2	15	10-17	\$1,847.98
Calgary	5	96	9-16	4,930.00

LOANS TO NORMAL SCHOOL STUDENTS.

During the Normal School session, 1929-30, four hundred and twenty-four students obtained loans from the Government to assist them in financing their courses. The total amount so advanced was \$137,625, averaging a loan of \$324.58 per student. Payments on previous loans falling due during the year or against accounts overdue were made to a total of \$100,376.78 principal and \$12,434.89 interest. Two hundred and seventy-seven students closed out their accounts, five hundred and sixty-two students made payments on current accounts, and eighty-seven students made payments on overdue accounts. The amount outstanding on student loans as of December 31st, 1930, was \$267,687.37 principal and \$6,854.55 interest.

LOANS TO SCHOOL DISTRICTS.

During 1930 loans were made to 34 school districts to a total of \$13,106. Payments made by school districts on previous loans amounted to \$29,619.50 principal and \$19,658.10 interest. During the year 41 school districts closed out their accounts and 154 districts made substantial payments against their indebtedness. As of December 31st, 1930, the accounts of some 314 districts were on our ledgers: the amounts these districts owe being \$349,098.61 principal and \$102,424.88 interest.

OFFICIAL AUDITORS.

For 1930 there were appointed to audit school books 868 auditors. These were located throughout the Province at such points as made it convenient for school secretary-treasurers to have their books audited in sufficient time to present their reports at the annual meetings. Shortages were discovered in the accounts of a number of districts, but in the great majority of cases these short-

ages were adjusted when the audit was completed. Shortages that were not adjusted at the time the audits were made were dealt with by the Department, and a total of \$5,321.60 was recovered for the school districts. Of this amount, \$4,873.56 was collected from the Bond Company with which the secretary-treasurers were bonded, and \$448.04 was paid by the secretary-treasurers themselves upon the claims being submitted to them.

REPORT OF SECONDARY SCHOOL INSPECTORS

(J. A. SMITH, E. L. FULLER)

The enrolment in the great majority of schools coming under our supervision again shows a marked increase over that of the previous year. This is especially true in the town and city high schools. In these larger centres attendance usually increases during periods of industrial and commercial inactivity. This is due to the decrease which takes place during such times in the number of remunerative positions which open to students of high school age.

On account of the general financial depression throughout the Province, the provision of accommodation has not kept pace with the increasing attendance in our secondary schools. Higher enrolments have been cared for almost altogether by increasing the size of classes. In some cases congestion has resulted. This condition is bound to reflect itself unfavourably in the quality of the teachers' efforts and in the work of the students.

The number of teachers who are engaged exclusively in secondary education and whose work we have to inspect is now 486, an increase of 29 over the total of last year. Since all of these teachers cannot be given an annual inspection, we think it advisable to concentrate, until such time as the inspectorial staff is increased, on the schools where our services are most needed.

The following summary shows the number of schools coming under our jurisdiction, their classification according to rooms, and the number of teachers employed in them:

Number of Rooms in High School.	No. of Schools.	Teachers Employed.
One room	110	110
Two rooms	35	70
Three rooms	16	48
Four rooms	6	24
Five rooms	4	20
Six rooms	3	18
More than six rooms	15	196
Total	189	486

High schools of three rooms or more are well enough staffed to enable the teachers to give effective instruction in the various subjects of study. From the above table, therefore, it will be seen that the great majority of students in the Province are receiving a highly satisfactory type of training. The greatest opportunity for improvement in service is found in the one and two-roomed high schools. In these schools the teacher is forced to carry a heavy burden, and he has not the time during the regular school day to deal with all the prescribed subject-matter as thoroughly as is neces-

sary for the best development of the student. It must be admitted, however, that from the standpoint of examinations many principals, even in one-room schools, secure results that compare more than favourably with the success achieved in the best city schools.

For the first time in the history of the Province the supply of teachers, qualified and available for high school work, is equal to the demand. In fact, a number of teachers were unable to secure positions during the latter half of the year. The time is now ripe to give some protection to and to create some preference for persons educated and trained in Alberta. In the future any expansion in the high school teaching service should be well cared for through our School of Education. At the present time there are twenty-two students in training there. The great majority of these teachers will be forced, on account of inexperience, to enter the profession through the one and two-roomed high schools, and, consequently, their pre-service training should equip them to do immediately effective work in these types of schools. In their professional training we think it advisable that more emphasis be placed on the development of skill in teaching the twenty-one units prescribed for Normal Entrance or University Matriculation and that less attention be given to specialization in one or two subjects.

There continues to be a scarcity of capable male teachers qualified by experience and academic training for the principalships of the smaller high schools of the Province.

We were pleased to note a keen interest in secondary education in the districts visited during the last term of the year. In spite of financial stress generally and poor crops in some sections of the Province, trustee boards were facing their problems with courage and determination. During 1930 modern school buildings were erected and are now in use in Olds, Camrose, Magrath, Ponoka and Millet. In planning some of these new buildings the trustees made serious mistakes in not providing for science laboratories. Increased emphasis is being placed in our scheme of science instruction on demonstration by the teacher and experiments by the students. Consequently in the planning of a modern high school building the accommodation and facilities for this important work should be a primary consideration.

In our last annual report we ventured the opinion that some kind of regulation was necessary to prevent students in regular attendance at high schools from attempting two units of Composition in one year. The examinations of 1930 showed that the tendency for candidates to write two units of this subject in the same year was decidedly on the increase. The note appearing in the Programme of Studies for 1930-31 advising teachers that only one unit of the subject should be taken by students in each year of high school will undoubtedly improve the situation, but certainly will not cure it. We would suggest that it is possible to meet the difficulty by withholding standing in a unit of Composition until such time as the teacher has certified that the candidate has actually taken the prescribed course and has completed satisfactorily the oral and written exercises which form both a very necessary and extremely important part of it.

During 1930 the policy of holding fall conventions of high school teachers at Edmonton, Calgary and Lethbridge was continued. It was encouraging to note that in spite of the prevailing economic stress, attendance at these conventions showed an increase over that of 1929. The programmes in each case attempted to deal with practical class-room problems, particular emphasis being placed on the difficulties which are encountered in the one-room high school. Teachers are enthusiastic about the fall conventions, and are practically unanimous in stating that they receive a great deal of direct and indirect benefit from them.

REPORT OF SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

Teacher-training continues to be cared for by the three Normal Schools and the School of Education at the University of Alberta. Seven graduates received their teaching certificates from the Department of Education last May on the recommendation of the School of Education. During the present session enrolment in this institution is much larger. Probably twenty or more graduates will qualify for High School Certificates next spring.

Details as to the work of the Normal Schools will be found in the reports of the Principals. These indicate an increased attendance for the year 1930-31. However, adequate accommodation has been arranged for all, and a high standard of work is being maintained. During the past summer Mr. Trout, of the Camrose School, attended classes in graduate work at Teachers' College, Columbia University; Mr. Wees of the same school at Stanford University, Mr. Newland and Mr. Crispo of the Edmonton School at the University of Chicago. Dr. C. Sansom rejoined the staff of the Calgary School after two years' leave as visiting lecturer at the University of California.

LIBRARY CONFERENCE.

During December there was held at the University of Alberta the first provincial conference on library service. There were representatives from every library in the Province as well as delegates from the following organizations: Department of Education, School Inspectors' Association, Teachers' Alliance, Women's Institutes, Local Council of Women, I.O.D.E., Women's University Club, Catholic Women's League, Trustees' Association, Trades and Labor Council, Alumni Association of the University, the U.F.A. and the U.F.W.A. In all more than forty delegates were present. Mr. John Ridington, librarian of the University of British Columbia, was present, representing the survey committee of the Carnegie Institute, which has been engaged in a check-up of library conditions throughout the Dominion. Several decisions of importance were reached. A provincial Library Association was launched, with the following officers: President, D. E. Cameron, librarian, University of Alberta; vice-president, A. Calhoun, librarian, Cal-

gary Public Library; secretary, Mrs. C. E. Race, Law Library, University of Alberta.

TEMPERANCE EDUCATION.

Early in the year the Department secured from the Government of Manitoba the services of Mr. W. D. Bayley, Director of Temperance Education in that province, for similar work in our schools. Mr. Bayley made two visits covering several weeks. During that time he visited fifty districts, including the larger centres, and ten private institutions. He gave one hundred and fifty-three addresses, with an aggregate attendance of over twenty thousand. Reports from the schools visited indicate that much valuable work was done.

CHANGES IN CURRICULUM.

Last year the new Technical High School in Calgary was opened with two years of its course in operation. Early in the year the Department completed the outlines of courses for the third year and instruction in these subjects is being given. The Third Year course is as follows:

Required Units—(a) English—Literature 3 and Composition 3, as in Academic Courses; (b) History 3—Canadian History, Civics and Elementary Economics, as in Academic Courses; (c) Geography I, as in Academic Courses.

Required for Boys—(d) Science 3 (Physics and Chemistry); (e) General Mathematics 3.

Required for Girls—(f) Chemistry for Technical Schools I; (g) Physiology and Hygiene.

Optional—(One to be chosen by both boys and girls from the following)—(h) Electricity 3, (i) Metal 3, (j) Motor Mechanics 3, (k) Building Construction I, (l) Clothing I, (m) Food and Dietetics I, (n) Industrial Art I.

The curriculum committee also had under consideration a revision of the course of studies for commercial schools. This work, however, was not completed before the end of the year.

TEXT-BOOKS.

But one new text-book was authorized during the year—viz., Book IV of the Series in Elementary Art by Messrs. Hedley and Manning. This book will be used in Grades VII and VIII. Other books in the series will be recommended for the use of teachers.

A new edition of *Le Voyage de M. Perrichon* by Dr. Edouard Sonet, of the University of Alberta, was adopted for use in French 2. The text of a new French Grammar, also by Professor Sonet, is in the hands of the committee on Modern Languages.

Progress is being made with the new text in General Science. It is expected that this will be ready for use with the opening of school in September next.

No decision has yet been reached in the matter of a Canadian text for Chemistry 2. A second manuscript is now being examined.

SCHOOL FAIRS.

One hundred and thirty-five school fairs were held during 1930 in co-operation with the Department of Agriculture. The Depart-

ment of Education provides prize money for all classes in school work, a diploma for the school winning the largest number of points in each School Fair Association and a special prize for each individual pupil making the highest number of points in each association. This pupil prize was instituted last year. Letters received from last year's winners indicate that the books thus received were much appreciated. In October nine hundred and thirty-two volumes were distributed to the 1930 prize winners.

THE SUMMER SCHOOL.

The registration at the session of 1930 was the largest in the history of the Summer School. Including those enrolled in the University section, six hundred and seventy-two teachers were in attendance. Of these, eighty-four completed the professional requirements for the First Class Certificate. The Summer School was also fortunate in having a visiting lecturer in the person of Mr. George Wilkinson, head of the Department of English in Leeds Training College, England, who spent a week as the guest of the school. Mr. Wilkinson gave a number of instructive talks on the teaching of Literature to both the teachers and instructors, and also offered a series of evening lectures on different aspects of English Literature. These were enthusiastically received by both teachers, instructors and the general public. Besides the usual programme, a number of new courses were offered, among these being Landscape Painting and Still Life Painting under the direction of Miss B. A. Fry, the well-known Canadian artist. In all phases of summer school work, the session of 1930 was marked by a very enthusiastic attitude on the part of the teachers in attendance. This was to a large extent due to the able directorship of Mr. G. S. Lord, Principal of the Edmonton Normal School, who, owing to the illness of the writer, was appointed Director of the Summer Session of 1930.

CORRESPONDENCE COURSES.

Interest in the Correspondence Courses offered by the Department of Education to the pupils in the unorganized territory has grown tremendously. The past year has seen the greatest enrolment of any year since the work began, when over five hundred pupils have worked under the direction of the Correspondence School in all the grades from I to VIII inclusive. For the four months ending December 31, 1930, two hundred and twenty-five new pupils were added, only a few less than were previously added in a whole school year. Since the time of the inception of the work in 1924, nearly sixteen hundred pupils have been helped and directed in their studies. Of a class of eighteen Grade VIII pupils enrolled last year, four of whom were hospital cases, thirteen passed the Departmental Examinations in June.

The success of the pupils in the Correspondence Classes depends very largely upon their own initiative and ambition, and upon the sympathy and co-operation of the parents, without whose help it would be impossible to secure results. Too much cannot be said regarding the warm appreciation which is received at the Depart-

ment from the homes, and it is exceedingly encouraging to the officials responsible for the work to feel that the parents are behind them in this effort. Judging from the results, it appears that this venture in education is well worth while, and that it is meeting a much-felt want on the frontiers.

REPORT OF THE REGISTRAR.

(H. J. SPICER)

The annual departmental examinations for the year 1930 were held from June 16th to June 30th inclusive. Seventeen thousand six hundred and twenty-two candidates wrote on the high school examinations; six hundred and sixty-one wrote on the commercial examinations, and nine thousand one hundred and ten wrote on the Grade VIII or high school entrance examinations. In addition to these, two thousand three hundred and seventy-eight students wrote on one or more subjects at the supplemental examinations, making a grand total of twenty-nine thousand seven hundred and seventy-one candidates, an increase of four thousand and thirty-three over the previous year.

Of the Grade VIII candidates who wrote the departmental examinations, five thousand nine hundred and eighty-nine were successful. In order to obtain credit a student was required to obtain fifty per cent. of the aggregate and not less than forty per cent. on each paper. In addition to these, two thousand two hundred and forty-seven Grade VIII students were promoted on the recommendation of the principal of the school where they attended, making a total of eight thousand two hundred and thirty-six who qualified for admission to the high schools of the Province.

Under the unit system, high school candidates are granted credit in each subject on which they obtain fifty per cent. of the total mark. Computed by units, the percentage of passes on high school subjects was 74.87, and on the commercial examinations 86.51. Only 47.40 per cent. of those writing on the supplemental examinations were successful.

During the year 1930, nine hundred and twenty-four teachers were granted permanent professional certificates, and one thousand and fifty-five teachers were granted interim, temporary and provisional certificates. Included in the certificates issued were one hundred and sixty-three re-issued on account of changes in the names of teachers by marriage, and one hundred and fifty-five re-issued to teachers who qualified for certificates of a higher class than those originally issued to them. Owing to the rapid increase in the number of teachers available for service, quite a number were unable to secure teaching positions.

DEPARTMENTAL EXAMINATIONS, 1930

Examination	No. of Candidates	Total	Increase over 1929
Grade VIII	9,110	9,110	816
*HIGH SCHOOL			
JUNE—			
Academic:			
First Year	6,583		
Second Year	4,487		
Third Year	4,064		
Fourth Year	2,488	17,622	2,640
Commercial:			
First Year	375		
Second Year	239		
Third Year	47	661	90
SEPTEMBER—			
Third Year	1,396		
Fourth Year	982	2,378	487
		29,771	4,033
Net Increase.....			4,033

*Candidates are classified in the year of the highest unit written.

ANALYSIS OF RESULTS

JUNE, 1930

Grade VIII Candidates passed	5,989
Grade VIII students granted standing on recommendation under Sections 6 and 7 of the General Regulations	2,247

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	2,410	2,100
Agriculture 2	1,127	893
Algebra 1	7,905	6,305
Algebra 2	4,212	3,082
Algebra 3	982	683
Arithmetic 1	2,936	2,122
Art 1	3,701	2,462
Art 2	470	274
Biology 1	293	193
Carpentry 1	2	2
Cabinet Work 1	2	2
Chemistry 1	2,467	2,136
Chemistry 2	492	422
Composition 1	7,412	5,508
Composition 2	5,126	3,287
Composition 3	3,160	2,416
Composition 4	1,415	842
Drawing and Design 1	106	50
Electricity 1	83	76
French 1	4,756	3,338
French 2	2,313	1,644
French 3	747	573
General Mathematics 1	88	70
General Mathematics 2	21	15
General Science 1 (Technical Course)	86	68
General Science 2 (Technical Course)	21	18
General Science 1	6,980	4,688
Geography 1	2,955	2,325
Geometry 1	6,809	5,150
Geometry 2	3,433	2,228
Geometry 3	928	765
German 1	147	129
German 2	51	41
German 3	26	19
History 1	7,814	5,729
History 2	4,506	2,881
History 3	2,830	2,378
History 4	994	863
History of Literature 1	491	384
Household Economics 1	74	63
Industrial History 1	20	16
Latin 1	2,343	1,817
Latin 2	952	781
Latin 3	352	261
Literature 1	7,109	6,157
Literature 2	4,806	3,710
Literature 3	2,850	2,217
Literature 4	1,217	1,041
Manual Arts 1	77	58
Metal 1	9	9
Motor Mechanics 1	83	77
Music 1, Theory	9	8
Music 2, Theory	2	2
Music 3, Theory	1	1
Physics 1	3,746	2,968
Physics 2	751	474
Sewing and Elementary Dressmaking 1	11	10
Trigonometry 1	1,111	888
Woodwork 1	15	13
	115,835	86,732

Percentage—74.87.

SEPTEMBER EXAMINATIONS, 1930

UNIT	Number of Candidates	Number who Passed
Agriculture 2	158	132
Algebra 2	285	90
Algebra 3	122	33
Arithmetic 1	292	130
Art 2	64	23
Biology 1	60	25
Chemistry 1	83	19
Chemistry 2	39	11
Composition 3	318	139
Composition 4	382	150
French 2	205	50
French 3	98	78
Geography 1	160	114
Geometry 2	351	191
Geometry 3	63	19
German 2	7	3
German 3	11	9
History 3	136	74
History 4	68	34
History of Literature	58	43
Latin 2	70	35
Latin 3	39	7
Literature 3	259	150
Literature 4	107	66
Physics 2	111	53
Trigonometry 1	83	52
	3,629	1,720

Percentage of Passes—47.40.

COMMERCIAL EXAMINATIONS, 1930

UNIT	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 1.....	423	317
Arithmetic and Rapid Calculation 3.....	26	13
Bookkeeping 1	465	433
Bookkeeping (Theory) 2	150	137
Bookkeeping (Practice) 2	150	106
Bookkeeping (Theory) 3.....	31	27
Bookkeeping (Practice) 3	31	28
Business English and Office Practice 1.....	410	383
Business English and Office Practice 2.....	251	217
Business English and Office Practice 3	43	40
Commercial Geography	28	26
Commercial Law	34	33
History 3	26	16
Literature 1	278	223
Literature 2	165	122
Literature 3	16	15
Penmanship 1	396	382
Penmanship 2	253	251
Rapid Calculation 2	255	209
Secretarial Training 1	31	30
Spelling 1	398	380
Spelling and Word Study 2	254	248
Stenography 1	410	336
Stenography 2	248	169
Typewriting 1	422	353
Typewriting 2	251	217
Total.....	5,445	4,711

Percentage—86.51.

DIPLOMAS ISSUED

Grade VIII	7,846
High School (Third Year)—	
Normal Entrance	1,398
University Matriculation	326
General Course	18
High School (Fourth Year)—	
Normal Entrance	458
General Course	101
Commercial	41
Total.....	10,188

EXAMINATION CENTRES

June	2,533
September	24
Total.....	2,577

CERTIFICATES ISSUED DURING THE YEAR 1930

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Totals
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
Academic Class	40				40	
First Class	313				313	
Second Class	571				571	924
(b) Interim Certificates						
High School Class:						
Alberta Teachers	7				7	
Academic Class:						
Alberta Teachers	1				1	
Teachers from British Columbia		3				
Teachers from Saskatchewan		3				
Teachers from Manitoba		1				
Teachers from Ontario		5			12	20
First Class:						
Alberta Teachers	228				228	
Teachers from British Columbia		1				
Teachers from Saskatchewan		13				
Teachers from Manitoba		4				
Teachers from Ontario		3				
Teachers from Nova Scotia		1			22	
Teachers from Scotland			1		1	251
Second Class:						
Alberta Teachers	664				664	
Teachers from British Columbia		5				
Teachers from Saskatchewan		30				
Teachers from Manitoba		8				
Teachers from Ontario		5				
Teachers from New Brunswick		3				
Teachers from Nova Scotia		1			52	
Teachers from England			7			
Teachers from Scotland			1		8	724
Third Class:						
Alberta Teachers	53				53	
Teachers from Saskatchewan		1			1	
Teachers from Scotland			1		1	
Teachers from United States				3	3	58
(c) Provisional Certificates						
Permits	2				2	2
	1879	87	10	3	1979	1979

N.B.—The table shown above includes in its Alberta lists 163 certificates re-issued on account of changes in names through marriage, and 165 re-issued to teachers who have qualified for certificates of higher class than those originally granted them.

REPORT OF CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The session of 1929-30 resumed on January 6th, with an enrolment of 342 students, 88 Firsts and 254 Seconds. These included two new registrations, teachers with Third Class standing, and three students of the previous session, who had failed, on account of illness, to complete the course. Two withdrawals took place this semester, one on account of ill-health and the other owing to change of plans.

Of the above total enrolment, 80 were resident in Calgary, 24 in Lethbridge, 11 in Medicine Hat, and the remainder represented 103 different points in the Province, 2 in Saskatchewan and 1 in Nova Scotia.

The same general routine was followed in Practice Teaching as in former years, the rooms of the Practice School being used four half-days each week from the second week of the term until Easter, and the rooms throughout the city schools, both public and separate, for two weeks in February and March. In lesson criticism, the members of the Normal School staff found it possible, by careful distribution of their time, to cover all the student efforts, either in the Practice School or in one of the outside rooms, so that every student had at least two criticisms from instructors, and at least three from the Practice School staff. The total number of lessons per room in the city schools was, as in previous years, 16. Too much can hardly be said in praise of the co-operative spirit and sympathetic interest of these teachers of the Practice School. The attitude of the city staff has also been most helpful, many of them showing a decided personal concern for the students' progress. The young people themselves have taken hold of this part of the training course in the admirable spirit of diligence and care, and ample preparation has been made of all lessons assigned. The afternoons of each day, during the city practice, were spent by students and instructors in preparation of lessons.

The rural observation and practice was also carried on as before, half of the school going out the week preceding Easter, the remainder the week following the Easter holidays.

The session of 1930-31 opened on September 3rd with a registration of 399. This enrolment was not finally completed, however, until September 15th, as a threatened epidemic of infantile paralysis imposed a ban on the attendance of those under eighteen years of age. The final enrolment called for a grouping of 10 classes, as follows: First Class, men 41, women 77; Second Class, men 59, women 222. On the basis of the results in the September Supplementals, 25 students were transferred from Second Class to First Class, the final classification thus being as follows: First Class, men 47, women 94; Second Class, men 52, women 206. Two students, Second Class, withdrew before the Christmas holidays, and one, Second Class, resumed the course interrupted by illness in the preceding year.

Of the above enrolment for 1930-31, 86 are resident in Calgary, and a total of 131 has taken part or all of their high school work

in the Calgary high schools. Of the Second Class, 146 have Grade XII credits, as follows: One unit, 11; two units, 18; three units, 22; four units, 18; five units, 23; six units, 25; seven units, 28; eight units, 1.

The following tables give the figures of attendance and certification:

ATTENDANCE TABLES, 1930

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1929-30	19	69	88	43	211	254	62	280	342
First Term 1930-31	47	94	141	52	206	258	99	300	399
Total	66	163	229	95	417	512	161	580	741

ACADEMIC STANDING FOR ADMISSION

REGULAR COURSE, 1930-31

	Graduates	Undergraduates	Grade XII	Grade XI	Total
Alberta	5	129	253	387	
British Columbia	1	.....	1	2	
Manitoba	1	2	.....	3	
Nova Scotia	1	.....	.....	1	
Roumania .....	.....	.....	1	1	
Saskatchewan .....	.....	2	.....	2	
United States	1	1	.....	2	
Wales	1	.....	.....	1	
Total	5	8	131	255	399

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1930

Regular Course, 1929-30—

First Class Interim	90
Second Class Interim	221
Third Class	25
Letter of Authority	1
Failures	3
Withdrawals	2
Total	342

NOTE.—The number of First Class Interim includes 3 in the Second Class who had secured Grade XII in the Supplemental Examinations and qualified for First Class Interim.

Direction of extra-scholastic activities, social, dramatic, athletic, has been, as usual, under joint staff and student control, through the Executive of the Students' Association, which includes a member of the staff. Athletics finds expression chiefly in the basketball house league and in hockey. The men's basketball team has entered the Provincial League.

The following changes in the staff took place during the year: In June, Miss Rae Chittick obtained leave of absence for a year and is now studying at Teachers' College, Columbia University. Her place is being competently supplied by Miss Blanche Mitchell, R.N., late of the Cowichan Health Centre, B.C., and formerly a teacher in this Province and an undergraduate of the University of Alberta. In September, Mr. C. Sansom, M.A., Ph.D., formerly an inspector and a Normal School instructor in Alberta, returned from leave at the University of California, and was appointed to the Normal School staff here. The medical examiner, Dr. H. W. McGill, rendered ineligible by his election to the Legislature to hold this position, was succeeded by Dr. Geo. E. Learmonth, of Calgary. Dr. Learmonth, with the assistance of Miss Mitchell, has made a very thorough examination of all students, and is continuing the generous interest that was always shown by his predecessors, Drs. Fisher and McGill. Dr. Learmonth has prepared a

draft of a still more thorough examination form, and this is at present under consideration by the Department. A full report of the medical examiner's findings and recommendations has been submitted to the Departments of Education and Health. A further report of the follow-up work by the nurse-instructor, Miss Mitchell, in accordance with these recommendations, will be made at the close of the session.

On the Practice School staff, the principal, Mr. B. Leslie Cook, who had so satisfactorily and amiably conducted this school since 1920, resigned to accept the principalship of the Haultain School, Calgary. He was succeeded in the principalship by Mr. B. O. Millar, who had been assistant principal for four years. A vacancy in Grade III, arising from a re-arrangement of attendance, was filled by Miss Louise Tester, of the Hillhurst School, Calgary, who had already done excellent work as critic teacher when the Hillhurst School was used for practice purposes. It is interesting to note that all but two of the present staff have taken their Normal School courses here.

REPORT OF CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

There were no changes in the Normal School staff and but one change in the Practice School staff. Mr. J. R. Davidson, who is completing his university work at Stanford, was replaced by the appointment of Mr. Appleby.

ATTENDANCE TABLE

	First Class			Second Class			Total		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1929-30	5	20	25	29	147	176	34	167	201
First Term 1930-31....	11	36	47	33	130	163	44	166	210
Total	16	56	72	62	277	339	78	333	411

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES CLASS 1929-30

First Class Interim	24
Second Class Interim	166
Third Class	8
Failures	1
First Class pending Doctor's Report.....	1
Withdrew	1
	201

OBSERVATION AND PRACTICE TEACHING

We have fourteen rooms available for observation and practice teaching. Eight of these are in the Normal School building and six in the John W. Russell School. During the fall term the students have five weeks of observation and four weeks of practice teaching. For observation the practice school is divided into two sections, Grades I to III inclusive and IV to VIII inclusive. The Normal School classes are divided into groups, not more than eight students to a group. This allows each student-teacher to spend a whole day observing the work in each of the grades from I to III and at least a half-day in each of the grades from IV to VIII. For prac-

tice teaching each Normal School class is divided into fourteen groups, with not more than four students to a group. This means that each student teaches twelve lessons, four in the fall term and eight in the spring term. All lessons are criticized by either a member of the Normal School staff or a member of the Practice School staff. The twelve lessons in the Practice School, together with a week's work in a rural school, constitute the practice teaching of each student.

While we do not wish to minimize in any way the value or importance placed on practice teaching, we do feel that students come to our institution with erroneous ideas as to the importance of practice teaching. It is a factor in determining an individual's fitness to enter the teaching profession, but not by any means the only factor. A student, in addition to making a good showing in practice teaching, must be able to apply himself from day to day to the routine work of the school, must be able to show that he has the ability and the attitude to grasp the principles and technique of teaching, and also that sense of responsibility and strength of character that makes him a desirable individual to be the director of the learning processes of young children.

SUMMER WORK AND FALL CONVENTIONS.

Three members of the staff, the Principal, Mr. Manning and Mr. MacGregor, served on the staff of the Summer School. Miss Twomey, Mr. Wees and Mr. Trout did further work in education at the University of Chicago, University of California and Columbia.

The instructors were assigned to the following fall conventions: Miss Burnett and Mr. Manning, Stettler; Miss Hastie and Mr. Trout, Coronation; Mr. Wees, Red Deer; Mr. MacGregor, Provost; Miss Twomey and the Principal, Hanna.

STUDENT ACTIVITIES.

The social life of our students centres largely about the school. In addition to the regular Friday afternoon programs, excellent work is done in debating, dramatics, glee club and orchestra, athletics and the publishing of a Year Book. Three performances are deserving of special mention. The Dramatic Society under the direction of Mr. Wees staged Oscar Wilde's "The Importance of Being Earnest." The Glee Club and Orchestra, under the direction of Miss Twomey, gave a choral concert of a very high order. The Athletic Society, under the direction of Sergeant Hawkes, gave an excellent exhibition of physical drill, club swinging and pyramid building. A particular feature of this program was the part taken by the women students.

An outstanding event of the year was the formation of an Alumni Association. Through the good work of the executive a very successful meeting was held at Camrose, Tuesday, December 30th. One hundred and fifty-one attended the banquet given by the town of Camrose. At the business meeting plans were made for commemorating in some suitable manner, the memory of the late Mr. W. A. Stickle, former principal.

The class of 1929-30 donated a very beautiful cup, to be known as the Academic Cup. This cup is for annual competition and to be awarded to the student making the highest record throughout the year. The cup was awarded to George Henry Lambert for the year 1929-30.

We regret to report the death of two students during the year. Georgina Munro, who after a short illness passed away March 24, 1930; Alice Whitelock, a student of the fall term, passed away December 23, 1930. Both were very promising young women.

In order that our students might have the opportunity to enjoy programs of an educational and cultural nature, the staff has arranged a series of programs for the winter months. In November we had Dr. W. H. Alexander, University of Alberta, who gave a very excellent illustrated lecture on "Early Pages in the Story of European Art." In December W. J. Hendra, assisted by Mrs. G. Hudson, Miss Violet Cumming, Mr. W. Townend and Mr. Henry Attack, gave a musical program of a very high order. We are satisfied our students appreciated these excellent programs and benefitted greatly from them.

REPORT OF EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

With the new year 1930 the Alberta Normal School, Edmonton, entered into full possession of its new building. The building was formally opened on the third day of January, 1930, by Hon. Perren Baker, Minister of Education. On that occasion, and very often since, visitors have expressed very favourable opinions concerning the appearance of the building and rooms. During the summer the rooms were decorated. This was done after much careful planning, and the results are most pleasing. From the standpoint of utility the building has been very thoughtfully planned, and it is fair to say will stand comparison with similar institutions anywhere.

During the summer a large and commodious cafeteria on the ground floor beneath the auditorium was finished. This serves the needs of the school most admirably. A large and attractively built ice-rink 200 ft. by 75 ft. was added for the Normal students, and another for the Practice School. Excellent playground equipment for the Practice School has been added.

The greatest improvement was made in the grounds. The entire front, from the building to 112th Street, has been terraced, and next season will be put into lawn. Some attention has been given to the playing grounds, but not much as yet.

The attendance table for the class of 1929-30 is as follows:

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Fall Term, 1929	16	55	71	42	155	197	58	210	268
Winter Term, 1930	16	55	71	40	152	192	56	207	263
Second Class									
Men. Women. Total.									
Entered January, 1930	2	1	3						
Withdrew December, 1929	4	3	8						
Withdrew Easter, 1930	0	1	1						

Of the eight persons who withdrew from the school, seven were requested to leave because of unpromising records or obvious unfitness for the work of teaching; the other withdrew on account of illness.

The following table shows recommendations made for certificates to the class of 1929-30 in June, 1930:

First Class Interim	70 (Honors 11)
Second Class Interim	174 (Honors 8)
Third Class	16
Failures	3
Total.....	263

The attendance table for the class of 1930-31, which entered school September 3rd, 1930, is as follows, for the term ending December 30th:

	Men.	Women.	Total.
First Class	30	69	99
Second Class	61	198	259
Total.....	91	267	358

The prizes for positions on the city teaching staff, offered by the Edmonton Public School Board No. 7 for the most promising male and the most promising female student of the year, were awarded to Raymond Louis Barson of the First Class, and Miss Anna Kolb Michael of the Second Class.

There were several changes in the staff of instructors: Mr. H. E. Balfour, M.A., Inspector of Public Schools, Grande Prairie, and formerly instructor in mathematics in Victoria High School, Edmonton, and principal of Parkdale, McKay Avenue and Highlands Public Schools, Edmonton, replaced Mr. A. E. Torrie as instructor in Mathematics. Mr. H. C. Newland, LL.B., M.A., B.Ed., who had been granted leave of absence for one year to complete his course leading to the degree of Ph.D. at Chicago University, resumed his position as instructor in Psychology. Miss Olive M. Thomson, for several years a primary teacher on the staff of the Parkdale School of this city, and who completes her B.A. degree work this year, was appointed to the position of primary specialist. Miss Emily Clever, who holds a teaching certificate for British Columbia, and who completed her library training this year at the University of Toronto Library School, succeeded Mrs. E. Rose Clindinin, who had given excellent service as librarian. Miss Ora Walker was appointed assistant secretary. Mr. X. P. Crispo, M.A., was transferred from Psychology, where he had functioned very effectively, to be instructor in School Management. Miss Margaret MacKinlay, who endeared herself to both staff and students, both in her work and in her associations, returned to her position with the Edmonton Public School Board.

On the Practice School staff, Miss Evelyn MacIver, who has deservedly enjoyed an excellent record in the Edmonton schools, was appointed teacher of Grade II. Otherwise the staff is unchanged.

It is with the utmost regret that I report that Mr. Arthur E. Torrie, M.A., was compelled to give up his position as instructor of Mathematics, and retire owing to a complete breakdown in health. This took place in May, 1930. Mr. Torrie has served this Province faithfully and well. For some years he was principal of the

Macleod schools. Later he became principal of the Normal Practice School, Calgary, Inspector of Schools, High River, Instructor of Mathematics, Provincial Normal School, Calgary, and for nine years principal of the Provincial Normal School, Camrose. He was appointed to the position of instructor of Mathematics at this Normal School in 1928, after a breakdown in health while principal at Camrose.

Dr. Donald J. Dickie, who two years ago completed her work for the doctorate at Oxford University, was admitted to the degree of Ph.D. by Toronto University.

Mr. Crispo attended the Graduate School in Education of the University of Chicago for one of the summer terms of 1930.

The courses given and the text-books used are similar to those of last year. There are, however, important differences. The class time given to arithmetic has been increased by 50 per cent., and the number of demonstrations in that subject has been greatly increased. New texts have been adopted, namely: "Teaching Arithmetic in the Primary Grades" and "Teaching Arithmetic in the Intermediate Grades," both by R. L. Morton. Extensive use is made, as in other years, of the Ontario Manual in Arithmetic.

The Primary reading course has been placed on a different basis by the appointment of a primary specialist. The instruction time given to this phase of teacher-training, and the number of demonstrations, has been greatly increased. The English specialist can now devote her time to such matters as voice, enunciation, appreciation and extensions of literary experience. This school has always had a thorough-going course in English Grammar. While a professionalized treatment of subject-matter is our method of approach, it is as yet necessary to give considerable attention to subject-matter.

The course known as School Management has been much changed. Instead of using Bennett's "School Efficiency" for much of the year and a short study of the school laws of Alberta and Regulations of the Department of Education, we now devote the fall term to a study of "Principles of Method": this is followed by "School Efficiency" until Easter, and school laws for the remainder of the year. It is interesting to note that another Normal School, and another province, all quite independently, added this new instruction at about the same time.

During the fall term each class saw almost twenty demonstration lessons. One-half of these were given by the Practice School staff, the other half by the Normal School staff. Special mention should here be made concerning the excellence of the work of the Practice School staff and the valuable assistance they so cheerfully give to the students of the Normal School.

The staff members all assisted at the fall conventions: Mr. Dunlop at Peace River, Mr. Doucette and Mrs. Smith at Wetaskiwin, Mr. Newland and Mr. Hedley at Wainwright, Dr. Dickie at Vermilion, Miss Connor and Dr. Tuck at Vegreville, Mr. Crispo and Miss Thomson at St. Paul, Mr. Balfour at Edmonton, Mr. Lord at Grande Prairie.

The following members were on the staff of the Summer School: Dr. D. J. Dickie, G. M. Dunlop, R. W. Hedley, Miss Margaret MacKinlay, Miss K. Connor, Serg.-Major Barker, Miss L. Jessup.

During the Christmas vacation a very helpful Normal School conference was held. Those attending were: Dr. J. T. Ross, Deputy Minister; Mr. G. Fred McNally, Supervisor of Schools; Mr. G. W. Gorman, Chief Inspector of Schools; Dr. E. W. Coffin, Principal, Calgary Normal School; Mr. G. W. Haverstock, Principal, Camrose Normal School; Mr. G. S. Lord, Principal, Edmonton Normal School. These conferences are most valuable to the principals in laying down and carrying out effective Normal School policies.

A Normal Instructors' Association of the three Normal Schools was formed during the year. Each staff constitutes a local. The objects are professional, and contemplate some research. Valuable papers were given in this local during the year.

This school has always given special attention to penmanship. The special certificate issued by the Department of Education is on a sufficiently stringent basis. One hundred and fifteen of these certificates were won by our students.

The social affairs of the school have been carefully planned and ably managed. The staff desires that much of the social life of the students centre about the school. For this reason functions of various kinds are held frequently. Staff members, as in other years, have given very freely of their time in this regard. For the winter term Mr. Ray Barson and Miss Nancy Thompson, and for the fall term Mr. Reginald Cox and Miss Gwen Hepburn, were President and Vice-President of the Students' Union.

In order to ensure that most of our students should learn to play several games, house leagues were organized in indoor baseball, basketball, soccer, and hockey by Mr. Dunlop and Sergt.-Major Barker. These were very successful. Other activities of the school are: Glee and chorus clubs, sponsored by Mrs. Smith, orchestra by Mr. Crispo, debating by Mr. Balfour, dramatics by Dr. Dickie, checkers and chess by Mr. Newland, art by Mr. Hedley. Mr. Dunlop for the winter term, and Mr. Newland for the fall term, carried out the important duties of staff representative on the Students' Union very capably. Mr. Crispo, Dr. Tuck and Miss Thomson are a very efficient literary programme committee. Dr. Dickie and Miss Connor are advisory members on social affairs.

Under direction of Mr. Hedley and the Art Club, the class of 1929-30 presented two very fine oil paintings to the Normal School. Each is the work of a Canadian artist—A Bright Day, Gloucester, by Gordon E. Payne, of the Ontario School of Art, and The Coast, by Miss Bessie A. Fry, the B.C. artist in charge last summer of the special art class of our Summer School. These pictures are very greatly appreciated, and no doubt will inspire other classes to establish permanent memorials.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS.

(G. W. GORMAN)

NUMBER OF INSPECTORS.

The school inspection staff of the Province numbers thirty-one, as against thirty at the beginning of the year. Twenty-nine inspectors are assigned to the inspection of public school work, while two others devote their time exclusively to the examination of those class-rooms which are given over entirely to the work of the high school grades.

CHANGES IN STAFF.

A new inspectorial division, having the town of Athabasca as its centre, was set up in July, and Mr. W. H. Swift, M.A., formerly of Wainwright, was placed in charge. This has had the effect of affording a closer kind of assistance and direction for a large number of school districts recently organized in areas where development is slow and difficult for the settlers. At the same time it has been possible, as a result, to relieve the neighboring inspectorates which were, having regard to conditions prevailing, heavily overloaded. Mr. Lorne Good, B.Sc., of the Lethbridge High School staff, was appointed to replace Mr. Swift at Wainwright.

In August Mr. H. E. Balfour, M.A., of the Grande Prairie inspectorate, was drafted to the Edmonton Normal School, and to fill the vacancy thus created Mr. D. J. W. Oke, M.A., principal of schools at Grande Prairie, was appointed to the staff and assigned to that division.

Mr. L. B. Yule, B.A., for many years in the service of the Department, resigned at Christmas to accept the position of Assistant Superintendent of Schools under the Edmonton School Board. The vacancy thus created in the Edmonton city inspectorate has not yet been filled.

INSPECTORS, WITH DIVISIONS AND DISTRICTS.

Information as to inspectorial divisions, inspectors, number of districts, and number of rooms assigned to each, is set out in the following table:

Inspectorate and Inspector.	No. of Districts.	No. of Rooms.	No. of rooms in operation.
Athabasca—W. H. Swift, M.A.	103	97	97
Bassano—J. F. Boyce, B.A.	166	180	146
Calgary City—W. H. Edwards, B.A.	2	365	365
Calgary Rural—J. A. Macgregor, B.A.	152	210	202
Camrose—J. W. Russell, B.A.	140	182	181
Coronation—W. E. Frame, M.A.	144	165	156
Edmonton City	2	366	366
Foremost—H. C. Sweet, B.A.	129	165	165
Edmonton Rural—J. A. Fife, M.Sc.	152	189	151
Grande Prairie—D. J. W. Oke, M.A.	106	132	117
Hanna—L. A. Thurber, B.Sc.	151	207	186
High River—D. M. Sullivan, M.A.	141	204	198
Lamont—C. H. Robinson, M.A.	95	156	155
Lethbridge—J. Morgan, B.A.	105	234	230
Macleod—C. C. Bremner, M.A.	124	206	203
Medicine Hat—F. S. Carr, B.A.	132	198	176
Olds—R. H. Liggett, B.A.	134	159	159
Onoway—J. H. Hutchison, B.A.	115	151	138
Oyen—R. J. Scott, B.A.	146	159	154
Peace River—Geo. L. Wilson, B.Sc.	101	126	99
Red Deer—A. R. Gibson, M.A.	134	172	168
St. Paul—J. L. Gibault, B.A.	121	161	154
Stettler—P. H. Thibaudeau, B.A.	139	177	177
Trochu—W. J. McLean, B.A.	139	181	180
Vegreville—O. Williams, B.A.	126	192	192
Vermilion—H. R. Parker, B.A.	144	162	157
Wainwright—Lorne Good, B.Sc.	135	156	151
Westlock—J. J. LeBlanc, B.A.	120	152	148
Wetaskiwin—John Scofield, B.A.	141	172	169

The average number of school districts assigned to each inspector was 131, while the average number of rooms was 172. The inspectoral divisions must, because of local conditions, roads, railway facilities, natural boundaries and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. From time to time account is taken of these circumstances as they vary, and efforts are made accordingly to set out a fairer equalization of work.

THE WORK OF THE YEAR.

The statistical returns for the year indicate that the inspectors carried out 5,631 inspections as follows: 3,527 rooms were inspected once, while 1,011 received two visits, and 14 received three visits. Inspections were carried out also in 13 private schools, 23 Indian schools, and in addition, four rural schools were inspected, but the grading was withheld. This statement includes inspections made in the cities of Edmonton, Calgary, Medicine Hat and Lethbridge, together with other casual inspections of high school work. With the exception of 249 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year and, as stated above, 1,011 received two inspections.

INSPECTION OF CITY SCHOOLS.

The setting up of city divisions in Calgary and Edmonton has obviated the necessity for assigning rural inspectors to city work during the winter, and the practice has been discontinued in those cities, although it is still employed in a limited way to complete city inspections in Lethbridge and Medicine Hat.

"Reading: Good work is done in this important subject, and definite progress is noted, particularly in silent reading. Throughout the grades the supreme aim is to make the pupil love reading, and in order to secure this result, an abundance of well selected material is required. I may say that this fact is realized in Calgary, and supplementary readers are increasing in number and improving in quality.

"Literature: Results in this subject are only fairly good, and pupil appreciation does not receive emphasis due. Since human conduct is governed more by the emotions than by the intellect and schools should be a preparation for life, subjects which develop appreciation, interpretation and desirable emotional qualities should play a vital part in the school life of the pupil, and literature provides the greatest power available in education. It is to be hoped that the new Readers in prospect will present a much broader field for the development of literary appreciation.

"Writing: This subject has received more direct attention than any other subject during the present year, and results are very gratifying. The true test of the writing lesson is in the 'carry over' to written work in all subjects of study, and I have considered it my duty to inspect all written work in practically every class-room visited, and to comment directly upon the quality of composition exercise books; I may say that pupils are adopting neat and orderly habits, and an insistent demand for good posture, correct pen holding and freedom of movement are resulting in real improvement in all written work. I wish to pay particular tribute to the excellent writing in Grade II throughout the city.

"Language: This subject has received more recognition, and since oral composition is the foundation of good written work, emphasis is placed upon this.

"Geography, History and Civics: Generally good work is done in these subjects, and teachers carefully adhere to the requirements of the Course

of Study, but there is room for much closer correlation, since they are in reality three phases of one subject—human life: Geography, the home of man; History, the story of the past life of man; Civics, the present social, industrial and political relations of man.

“Arithmetic: Of accuracy and problem-solving, the former may be graded up to standard throughout the city, while the latter is fairly good. The problem appears to be one of reading and language in order that pupils understand what is required.

“Art, Music, Manual Training: A high standard of work is attained in these subjects for which special supervisors are employed by the School Board. Art exhibits in the great majority of class rooms may be graded excellent. Musical training is good in separate and public school systems.

“In addition to the above supervisors, a specialist is engaged for half time in the work of primary grades, with the result that primary methods and general teaching devices are very satisfactory.

“Classification of Pupils: This problem presents two extreme phases for discussion. In the past, slow pupils have been retarded in particular grades far too long. I am convinced that there is no justification for compelling a pupil to remain in any grade for more than two years. An experiment is being attempted at present in the lower grades by which pupils cover the work of the first three grades in two years.

“Recent improvement in organization of special classes for retarded pupils is very commendable, and although these pupils are not yet receiving the consideration and attention which is due, the move is in the right direction. Five special classes are now in operation for junior pupils and five classes for senior pupils. The classes are small, each containing from 16 to 20 pupils, and are directed by experienced teachers. The Course of Studies is modified for these pupils, and emphasis is placed upon fundamental essentials.

“Gradings of Teachers: On account of the fact that beginners are practically eliminated, no teachers in public or separate schools were graded ‘fair’.

“Public school teachers in Grade I and Grade VIII were not inspected in the year 1930.

“Excellent, 8.4%; very good, 20%; good, 49.3%; fairly good, 22.3%.”

INSPECTOR W. H. EDWARDS, B.A., Calgary City.

All school inspectors have submitted individual reports dealing with school conditions in their respective divisions. An effort has been made to consolidate these several reports, and to present, by the use of quotations therefrom, a general idea of the educational situation as it obtains throughout the Province, and to indicate, at the same time, the nature of our school problems and the success attending efforts put forth to cope with these problems. The observations and conclusions of inspectors are quoted under a number of headings which deal with various phases of the work, as follows, and in the order named:

A—Conditions affecting Progress in Education.

B—Operation of Schools.

C—Attendance.

D—Supervision of Class Room Instruction.

E—Advanced Instruction.

F—Official Trusteeships.

G—School Fairs.

H—Evidences of Progress and Outlook for coming year.

A.—CONDITIONS AFFECTING PROGRESS.

Extension in school facilities and improvement in educational services are influenced closely by economic conditions prevailing in the various sections of the Province. It is true that general prosperity renders financing easier, extends the periods of operation, and places school support upon a more generous basis. It is likewise true that adverse conditions stimulate interest in the schools, and focus attention more directly upon the great value of education to the individual and to the community. Consequently in hard times enrolment increases and attendance generally improves, although building is curtailed and less expensive equipment is provided.

The comparatively favorable conditions of recent years found expression in the completion of a great many very fine school buildings in various parts of the Province during the year 1930. One-room schools were erected in 86 districts; 5 rural districts enlarged their accommodation to two rooms; 10 new two-room schools were built; 11 large schools embracing four or more rooms and of fully modern type were placed in service; and 6 new teachers' residences were provided.

Organization of new school districts occurred chiefly in the northern sections of the Province, as will be indicated from a perusal of the excerpts from inspectors' reports which follow. In all, 79 new districts were organized; 3 rural high school districts were formed, making 16 of these organizations for high school work in rural areas.

The number of pupils enrolled in our schools showed an increase of 3,226 over the previous year, and 95.7% of all schools operated for a period exceeding 160 days.

The quotations which follow discuss the situation in more detail and with reference to specific areas:

"Many new settlers have taken up residence in the inspectorate during 1930 and the preceding two years. It is recorded that approximately nine thousand homestead entries have been filed, commencing in 1928. The influx of settlers during this three-year period has given rise to the organization of as many new districts as were found in the fifteen years immediately previous. Development has gone on rapidly and is continuing.

"This year twenty-seven new districts have been officially erected. In ten proposed districts the preliminary organization work has been completed, and there still remain at least ten cases where organization is required.

"Twenty-two new rural districts have built schools, while at the railway points twelve new rooms have been added. Falher and McLennan have completed four-room stucco schools. The McLennan Separate School District and the Girouxville District have erected two-room buildings, while plans are being made for a two-room school in Grimshaw. Five temporary buildings have been used in rural districts and one in the hamlet of Whitelaw, where a second room was required for the commencement of the December term. In fifteen districts no accommodation has yet been provided.

"A summary of the organization and building programme follows: New districts organized, 27; new rooms completed, 34; temporary rooms used, 6; new rooms required in existing districts, 15; new districts required, 20."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"The effect of the prevailing economic depression upon the school system can easily be imagined. Any plans which would add to taxation are given scant sympathy. Expansion involves expense, and expansion is therefore difficult. The full effect of the depression has been felt only within the last three or four months, however, and the year 1930 has considerable to show of educational advance, which I hope this report will disclose.

"Fifteen rural districts and one rural high school district have been erected during the year. One district has opened a room that is virtually a rural high school. There is expanded settlement, and sufficient children in each area to warrant the establishment of at least fifteen additional districts immediately. However, there is doubt as to the permanency of settlement in homestead districts under present conditions; taxes are impossible of collection for the most part; it is extremely difficult to borrow by the sale of debentures. For these reasons organization is difficult and meets with a good deal of active opposition. In some cases children are meeting and, with the Department's and others' help, are studying as they may. A homesteader's wife will probably be found in charge."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"The Athabasca inspectorate was established at September 1, 1930, and consequently the report is for a four month period only. It represents what were formerly the extremities of three inspectorates: Westlock, Peace River, and St. Paul. Consequently a large number of matters, especially organizations and investigations of districts having difficulties in financing, demanded immediate attention.

"The chief characteristic of the division is that it is not a block of school districts, but rather a series stretching along railroad lines and trails with settlement spreading farther in from these. At almost all points there are reports of settlement behind present organized districts which will be demanding organization into school districts. Half the districts organized have numbers greater than 3,800, which indicates relative newness. A very large part of the people in the districts of this inspectorate are still to be classed as homesteaders with uncleared land, temporary buildings, and no accumulation of assets. This has its effect on the operation of schools, as it means that in many cases it is only with difficulty that money can be found to operate a school. This applies particularly in a year of depression such as at present prevails.

"The settlement of land in the Athabasca division is being done in large part by Ukrainians and other central Europeans. Eight schools are at present in operation which are entirely Ukrainian, several are partly so, and many of the organizations in prospect are of this nationality. This means that the New Canadian problem is a large one. In general, there is support accorded by the residents of these districts to the operation of school."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"As a result of the influx of settlers into the north-eastern portion of the inspectorate during the latter part of 1929 and the early part of 1930, seven new districts were formed and several others are in the course of organization. Boundary adjustments were made in seventeen districts."

INSPECTOR J. L. GIBULT, B.A., St. Paul.

"From an economic standpoint, the year opened very favorably, and all the schools financed the first term of operation without any evident difficulty. However, the sharp decline in the price of the staple farm product, wheat, has had a most demoralizing and serious effect on the standing of even the best rural districts. Generally, the great majority of the ratepayers delay the payments of the school tax levy until the proceeds, in part, of the year's crop has been realized, and November and early December register the great bulk of the payments. In the interval, the administrations rely on bank loans to liquidate maturing obligations and salary payments. With the marked drop in prices, the farmers were unable to meet their yearly budget of expenses, and with

collecting agencies actively in the field to press the payments of other maturities, tax collections showed a bare fifty per cent. of the sum realized from this source in an ordinary year."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"At the beginning of the fall term a heavy enrolment was noticeable in all schools, the senior public and especially the junior high school grades. At no period have as many schools been granted permission to teach the high school grades as were authorized to do so this year—a total of sixty for this inspectorate with six hundred and sixty students enrolled in the departments.

"The depression restricted the building programme. Pressure was not exerted upon school officials to provide more accommodation because it was felt that the load carried was sufficient for the time being. Naturally there was the hope of better times in many quarters, and in conformity with this, extensions to schools were postponed until such times as the trustees felt capable of bearing the burden. Out of a total of twelve new departments planned for the year, only one was put in operation, and even that at the express desire of the trustees."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"There has been during the past year a considerable influx of new settlers into certain portions of the inspectorate, and the question of organizing new districts has been receiving considerable consideration."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"During the early part of the year 1930 prospects were very good for the farming community, and it was therefore comparatively easy to persuade school boards to incur additional expenditures for equipment and improvements to buildings and grounds. As the season progressed and the prices of grain became so low, it became impossible to get any additional money spent beyond what was considered absolutely necessary."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"While the year 1930 will go down in the history of Canada as one of severe industrial and economic depression, these general conditions have not been keenly felt in the schools of the Wetaskiwin inspectorate. The grain crop of 1930 was good, and there is an abundance of fodder to carry stock through an average winter. Revenues collected in 1929 have been adequate to carry on, and in no case has a school closed prematurely for lack of funds."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"Considerable road improvement has been completed during the past season, especially in districts somewhat remote from the railway and the main government highways. It may now be said that this inspectorate throughout is served by fair to good roads. This makes for more regular attendance and more continued operation of schools, especially during the winter season."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The general conditions affecting educational activity and progress in the Red Deer inspectorate were good during the year 1930. The teacher supply was more than adequate, so that no school had to remain closed on that account. The weather was much better over the whole year than is generally experienced, and there was a corresponding improvement in attendance over previous years, and it was rarely that average percentages dropped below 85; on the other hand, many were over 90.

"Towards the close of the year financial conditions became stringent. Tax collections consequently fell off; but I am glad to say that I have heard of only one or two cases, up to the time of writing, where assistance will have to be given. It is not unlikely, however, that financial help will have to be found for a number of others as the new year opens up."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Five new schools were built; two of these being necessary as a result of the old ones being destroyed by fire. A two-room school was erected in the hamlet of Tees to take the place of the old one, which was unsuitable for the district. All these schools were modern buildings of a good type, and apparently well built."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The year has been a pleasant one from the point of view of rural inspection. The weather was exceptionally fine and the roads good. The general depression has affected educational conditions to some extent, but, generally speaking, the progress has been steady and sure.

"Two rural districts, the Eagle Point S.D. No. 4394 and the Mona S.D. No. 4441, erected last year, built new school buildings and were in operation for a part of the school year."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"While the economic depression of the world at large has not yet affected seriously the operation of the schools in this part of the Province, it has had a very depressing psychological effect upon the people. There is, however, a very general desire on the part of parents and trustees to keep the schools open notwithstanding the very serious financial condition in which they find themselves. A number of districts approached the end of the year with their funds exhausted and the teacher not fully paid. As a consequence it would appear that the present financial crisis will in all probability be upon us in full force in the early part of 1931."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"It was only in the closing months of the year that the present financial depression began to materially affect the educational activities within the inspectorate. The open weather of the fall term was conducive to continuous operation, and a number of outlying schools have found it possible to operate a greater number of days in 1930 than during the previous year. In no case in 1930 was a school forced to close due to lack of finance, and the number of districts that were unable to secure funds to meet the current year's liabilities were comparatively few.

"Building operations have been quite normal. New two-room schools have been erected in Acadia Valley, Lanfine and New Brigden, thus affording increased accommodation for secondary education. Three rural districts have erected new schools, all of good type, while two other districts have improved and extended their schools. Boundary alterations have improved school facilities in four districts.

"In spirit the attitude toward educational activity and progress is good, but with finances at low ebb the latter part of the year there is an undercurrent of retrenchment that will no doubt be productive of certain marking time in educational progress within the inspectorate until economic conditions improve."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"As concerns actual production of grain and all agricultural commodities, the year 1930 has been moderately successful, in the south-eastern section of the Province. Grain production in the territory included in the Foremost inspectorate reached a total of four-fifths of the number of bushels produced in 1929. The steady decline of grain prices from the first of September to the end of the year, covering the period during which the great majority of the farmers found it necessary to market their wheat, has resulted in shrinkage of income from production, which has brought about a measure of financial depression.

"There has been little difficulty up to the present in financing the operation of the schools. The majority of districts find themselves in a position to provide for operation in 1931 without difficulty, collection of arrears during the past three years having left them with funds sufficient for present needs. Possibly fifteen districts will require some measure of assistance during the first eight months of 1931. In the

municipalities, and in many of the districts which collect their own current taxes, collections of 1930 taxes have been moderately good.

"During the year three new districts have been organized: Elmspring S.D. No. 4515 in the Warner district, Legend S.D. No. 4519 at the railway station west of Foremost, and New Endon S.D. No. 4520 northeast of Etzikom."

INSPECTOR H. C. SWEET, B.A., Foremost.

"Following a period of good crops and very high prices for farm products came conditions very satisfactory for educational progress, from the viewpoint of finance and attitude on the part of parents and school boards. Probably at no other period have the schools in this portion of the drought area operated for as many days in the year as in 1930.

"Even the prospect of poor yields during the summer had but little effect on the outlook for successful operation of the rural schools, and, doubtless, if this alone had been the limiting factor in operation, its effect would have been overcome without a great deal of difficulty. However, the very rapid and extreme drop in the prices for raw farm products with no parallel fall in the prices of articles to be purchased has had a very serious effect on the whole economic question, not only in education, but in every phase of living where any expenditure is necessary. In many cases there has developed an attitude that no money should be spent at all until there is some indication that there will be better times. The result of this is that taxes have not been paid, that there is an absence of willingness to pay any taxes or even spend the district's money for the teacher's salary. At the present time the question of school operation is a very critical one, in so far as it is necessary to operate schools, and it is also imperative that the present liberal and open-minded attitude among the people towards education be maintained."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

B.—OPERATION OF SCHOOLS.

In the older settled areas full time operation, that is, for a period of ten months each year, has been firmly and very generally established. Here the summer school, under consistent pressure, has almost disappeared. However, in the outlying settlements, there is being repeated the same development towards satisfactory operation as was characteristic in the areas first referred to in years gone by. The equalization grant, which is related to ability to finance as represented by assessed valuation, has done a great deal to hasten full time operation of schools in struggling communities, and has brought about a minimum of eight months of operation in an ever-increasing percentage of school districts.

Special grants have been employed with good effect in having first school buildings erected by voluntary effort, and in encouraging and assisting boards in extending the period of operation. Loans have been necessary, particularly during the fall term just closed, to ensure operation in many districts.

The effects of the economic depression upon operation of schools is discussed in many of the excerpts which follow:

"For the purpose of considering the operation of the schools of the inspectorate the following classification of districts has been made:

Village and town districts with graded rooms.....	13
Rural districts in collecting municipalities	26
Rural districts not in any municipalities	62

"The districts of the first two groups meet no special difficulties in the operation of full-term schools, and looking forward to the year 1931, successful operation may be anticipated. In some cases bank loans will

be needed next year, due to the depressed market conditions, but the districts are well established and have sufficient securities to obtain the necessary loans. Their average financial condition is quite stable.

"The classification of the probable period of operation in the sixty-two weaker districts follows:

Operation Period.	No. of Districts.
Ten months	9
From 8 to 10 months	10
Eight months	19
From 4 to 8 months	24

"This indicates that nineteen districts have either reached or will soon reach a fairly satisfactory financial condition, while another nineteen are likely to be able to finance operation for the full period of the equalization grant. Of this last group eleven had not commenced operation before September 1930. The remaining eight have operated for eight months of this year, three receiving special grants. All these districts are in thriving localities, where the country may be characterized as prairie or park land and where progress should be rapid. Given good years, the successful operation of eight-month terms should be assured.

"Coming to the twenty-four new districts whose chances for operating eight months are not very promising, a number of observations may be made. The majority are in bush country, while some are in isolated settlements. Seven have assumed building and equipment debts beyond their power to pay and find themselves with large outstanding accounts. Ten have chosen to finance by a debenture issue, while the remainder are likely to accept the special grant and build by voluntary labor."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Special grants have been received since September 1st for six districts. These have been in amount either \$100 or \$150. The general result has been that these schools, all of which have little taxable land or assets, have been able to operate, as their teachers, who were in considerable salary arrears, felt there was no object in staying longer. Five of these schools are in districts where the children are non-English speaking, and it is particularly necessary that they continue to operate.

"The present financial condition is the greatest factor affecting operation. As this situation is quite familiar, little will be said except that there are very few districts at present not in arrears with salary, debenture, or other obligations. These debts amount in varying quantities from a month's salary to \$1,200. It is hoped that the changed machinery of tax collection will assist materially in that it will make for more orderly financing and more efficient collection through it being more disinterested. As more than one-half of this division lies outside of organized municipal districts, the greater part of the problem still remains. The people have not the resources necessary for the operation of their schools, and it appears that there will be some shortening of operation in a few schools.

"Other factors affecting operation are related chiefly to the nature of the territory. Much of it is undeveloped, roads and bridges are lacking. At times of the year it is almost impossible for children to get to school because of muskegs to cross or blocked trains in the winter. These conditions will improve rapidly as the districts are settled. At present many districts close during the month of January, as the roundabout trails make distances too great for small children in the cold weather. Stabling facilities for horses are also missing in large part."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Except in a number of newly organized districts, all the schools were in operation. Schools operating for short terms have been gradually decreasing in number and a lesser number closing down for the winter months.

"Special grants as paid to school districts under Section 26a have been of great assistance in furthering operation. Many districts would find it almost impossible to operate for the full term without them.

"In some portions of the territory there is still much unpatented land, in others large tracts of land are unsuitable for cultivation, with the result that the boards of school districts in such localities find it very difficult to levy sufficiently in taxes to operate the school for a full term, even with the aid of special grants. On the other hand, it has appeared that a few rural school boards, even in communities where financial conditions are fairly good, have been rather lax in enforcing collection of taxes, so that today they carry a large sum of arrears of taxes on the tax roll. It is to be expected that the new arrangement whereby the municipalities will collect all taxes will remedy this state of affairs."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"A marked improvement in the record of operation of rural schools can be reported for the year 1930. With the exception of fourteen schools, every department commenced to operate in the early part of January, and by March 1st only four schools were closed. The enrolment of pupils in the senior public school grades and particularly in Grade VIII proves a determining factor in the ready adoption of regular terms of school operation, and the day is not far off when every school in the inspectorate will re-open immediately following the winter holidays.

"The special grants paid under Section 26a of the School Grants Act continue to assure a steady and appreciable source of revenue to the outlying districts at a time of the year when tax payments are at the lowest ebb. Under Section 27 of the Act special grants were recommended in six cases to assure the continued operation of the school to the end of the December term, and they have been the means of providing continuity of instruction when the district treasury had been depleted through repairs to the school or additions to the plant in general.

"No government loans were issued to any school district in the division during the past year."

INSPECTOR J. J. LEBLANC, B.A., Westlock Inspectorate.

"Special grants and effects of same: Special grants were recommended in several instances where school districts would have been unable to operate school for the full term without further aid than is given in the regular grants. The effect of giving these grants was that the districts helped were able to keep school open for the full year and to make some needed improvements to buildings and equipment. The number of districts requiring special help is gradually decreasing and will continue to do so except in the case of new districts organized on the frontier, where money is always very scarce."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The number of days the schools of the inspectorate operated for the school year ending June 30th shows a decided increase over that of the preceding year, as the following statement shows:

- 19 schools operated for 200 or more days.
- 84 schools operated between 190 and 200 days.
- 16 schools operated between 175 and 190 days.
- 4 schools operated for less than 175 days.

"The smallest number of days which any school operated was 166. The average number of days of operation over the whole inspectorate is 195.09."

INSPECTOR J. A. FIFE, M.Sc., Edmonton (Rural).

"At no previous time since I have been here has the operation of schools been so satisfactory as in 1930. Percentage of attendance has been high and the punctuality of pupils, while not all that is to be desired in a few school districts, is improving. With the exception of newly-organized districts, none have operated less than eight months during the year, and in only a few cases has operation been less than ten months.

"Three or four trustee boards in the brush country still cling to the long winter vacation, but in the older settled districts the practice has

lost favor. In some of the bush districts it is an indication of lack of progress, but often the area of cultivated land is small, the roads are not graded and little travelled in winter, and the part-time school is justifiable as a stage in the development of the full-time school. The grants of the Department are generous in these new districts, and are greatly appreciated by the pioneers, but these do not improve the conditions of winter roads, nor mitigate the hardships of winter travel for young children. In the last few years many settlers are moving from the prairie into the bush, and a number of new school districts are being projected, where for some years the resources of the districts will be very limited. In these it is hardly reasonable to expect full-time schools. However, I will keep closely in touch with such districts and co-operate with the Attendance Branch to see that the interests of the children are not neglected."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"All schools in this inspectorate operated throughout the year. Two school districts, Bachelor S.D. No. 1845 and Owre S.D. No. 1229, operated under Section 208 of The School Act, their pupils receiving school service in Killam and Daysland respectively. All schools in this inspectorate are yearly schools, observing the regulations for the opening and closing of school terms. There has been no difficulty experienced in schools operating regularly, as the general disposition of the school boards in this territory is to require the observance of The School Act in this regard.

"The adverse crop conditions during 1928, 1929 and 1930 in this inspectorate have brought with them the suggestion of closing certain schools for at least a part of the January-June term of 1931. These conditions have accounted for large accumulation of arrears of taxes and non-payment of current taxes. Because of inability to collect taxes excessive bank loans have accumulated. Banks are no longer willing to extend credit. The prospects for school operation uninterruptedly during 1931 are, therefore, not bright or encouraging. All, however, have sufficient security, in uncollected taxes, to discharge all obligations, if collections were forthcoming, within the year."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"There are in this inspectorate one hundred and thirty-five organized districts, with one hundred and fifty-six departments. Five rural districts, due to small number of pupils, and the type of country, are at present operating under Section 208. I can report practically continuous operation for a ten-months period in remaining schools. A very small percentage of schools situated in sparsely settled districts extended the winter holiday, but in all cases this time was accounted for by operation during summer months. There is everywhere noticeable a distinct desire on the part of both ratepayers and school boards for continuous operation. Very definite efforts have been made by school officials and teachers toward this end. In districts collecting their own taxes board officials have very frequently made a personal canvass of the taxpayers, explaining conditions and requesting some payment of taxes, even if only in part. The request has frequently met with an encouraging response. Teachers, too, realizing the financial conditions, have responded nobly, very frequently agreeing to accept a partial payment of salary until such time as conditions improve.

"To my knowledge no special grants were used in this inspectorate beyond those normally provided for in The School Act. The equalization grant, Section 26a, is of great aid to some poor districts where a considerable acreage is non-assessable or where, due to arrears, the current mill rate would be exceedingly high.

"During the fall term three districts made application for loans, but such was intended to ensure operation during the spring of 1931. These districts were all located in non-collecting municipalities. The recently enacted legislation making all municipalities collecting agents for school taxes may make the necessity for loans less urgent. The collection of all school taxes by municipalities would seem to be a much more desirable

arrangement than otherwise, and personally I feel that the collection will undoubtedly be much more efficiently done."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"Operation, 100%. Every school and department, except three, was in operation by the first Monday in January. These three, Shooting Lake S.D. No. 1621, Heart Lake S.D. No. 2764, and Lorraine S.D. No. 3745, opened the first Monday in February and operated in August instead of January. That makes a full year."

INSPECTOR P. H. THIBAudeau, B.A., Stettler.

"All districts that had children of school age in them operated last either under a teacher or Section 208 of The School Act. I was successful in getting a small number of boards to undertake to run yearly schools from now on instead of summer schools as previously. The present financial depression is liable to interfere with the carrying out of these undertakings.

"The present financial depression has made the operation of schools difficult. The crop failures of 1928 and 1929 along with the collapse of grain prices have lowered tax collections to very little. The schools in Local Improvement districts are having the greatest difficulty, as in the majority of cases the banks will not lend them any money. One municipal district in this division expects to be able to pay only a part of the requisitions of the school districts during the coming year. The balance anticipate that they will be able to look after their schools during the coming term at least."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Throughout the inspectorate the operation of the schools has been very successful. With two or three exceptions all were open the entire year. Those that did not are in outlying districts with few children badly scattered at considerable distance from school, and where the country is wooded and the roads at times impassable. Even in these, however, the term of operation was very satisfactory."

INSPECTOR R. J. LIGGETT, B.A., Olds.

"Loans have been recommended in this inspectorate for ten districts during the year. These districts all lie south and east of Hanna, in a region that has had practically no crop for four years. The municipalities in which these districts are situated pursue the policy of paying only the taxes collected on school requisitions. This means that the above schools would have been closed for a great part of the past year without the assistance of a loan. The number of pupils that were provided with school facilities through the means of government loans in this territory last year is not far short of one hundred and fifty. The number of pupil teaching days thus secured is in the neighborhood of ten thousand."

INSPECTOR L. A. THURBER, B.Sc., Hanna

"When financial stringency threatened curtailment of operation within a district careful investigation was made, and ways and means devised to secure operation. In some few cases, when the usual channels of resource offered no further assistance the Department gave adequate assistance in response to loan recommendations, that no school should lack a reasonable period of operation. Five districts received loans during the year while one district, more heavily involved, received a special grant. A change in the tax collecting system in this last mentioned district is bringing better results. Generally, operation is carried out with greater facility in the 'municipal collecting' districts than in the 'self-collecting' rural districts; the tax collecting system in the latter appearing the more ineffective.

"Where the attendance was small and other accommodation available, financial distress has been relieved in a number of districts by joint operation under Section 208 of The School Act. Twenty-four districts have taken advantage of this privilege during the year."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"In the irrigated area and in the western part of the inspectorate no effort on the part of the inspector is necessary in connection with operation. A very commendable desire on the part of parents and trustees to have a yearly school solves the problem of operation. As a rule in the drought area where joint-operation of two or more districts is the practical and desirable method of lengthening the school term, trustees and parents co-operate in a very satisfactory manner to make the best of a difficult situation. Occasionally in a district with very few children and very limited funds the parents think the Government should open and operate the school, footing almost all the expense. In such cases, even where conveyance of the three or four children to an adjoining school is feasible, it sometimes happens that, after much correspondence and many visits, it is found impossible to effect any satisfactory agreement, and the problem remains unsolved, or only partly solved in an unsatisfactory manner."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"All schools began operating September 1st, and not one closed till the end of the term in December. No effort was necessary on my part to secure operation. The children attended. The trustees had formed the habit of keeping the schools in operation for the full school year; enough money was collected during the year, or was carried over from last year, to meet the expenses for 1930. Teachers were readily obtainable during the first term, and during the fall term a surplus of teachers prevailed. A teacher could always be obtained when one was needed; in fact, the occasional vacancy that occurred was filled without advertising or making the need known to me.

"No special grants were made except those under 26a in a few cases to districts in which the assessed value was less than \$75,000. This grant serves a very good purpose. It is difficult to collect sufficient taxes for year-round operation of the school in a district where the assessment is smaller than that mentioned, but this grant makes it possible to finance the operation of even small districts for the necessary time each year. There are, however, comparatively few districts in this inspectorate that qualify for assistance under the terms of this grant."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"During the year all the districts which had school population sufficient to warrant operation, operated their schools, and the table below indicates improvement in period of operation in a number of cases, as compared with operation in the previous year. During the year there was a total of 151 rooms in operation in 111 districts: 32 districts co-operated with others, following the provisions of Section 208 of The School Act; 9 districts neither operated school or co-operated on account of lack of children.

Period of Operation.	No. of Districts, 1929	No. of Districts, 1930
10 months	85	86
9 months	3	11
8 months	11	9
7 months	3	2
6 months	3	0
5 months	0	2
4 months	2	1
Co-operated with other districts	28	32
Did not operate or co-operate	15	9
Total Districts	150	152

"There has been practically no recourse to application to the Department of Education for loans to assist operation in this division during the past three years. One loan was recommended in 1928, one in 1929, and one in 1930.

"It is probable that in 1931 there will be more difficulty in securing adequate provision for operation in the cases of a few districts; the majority, however, are in a favorable position for carrying on school for the present."

INSPECTOR H. C. SWEET, B.A., Foremost.

"During 1930 no school was closed throughout the year for any cause; in two cases two schools were compelled to shorten the period of operation on account of finances. In one case a school which had been closed for several years re-opened on account of an influx of families with children of school age. In many cases it has been found necessary to operate districts under Section 208, a method not ideal by any means, but necessary under conditions such as exist in this division; the children arrived tired after driving a long distance to school, punctuality is not so good as under better conditions. However, the plan works; the children of two or more districts receive yearly, or almost yearly, school by this method where the schooling received would be but little if each district operated.

"This tribute must be paid to the parents in this division: if any plan can be devised that will permit the children to be educated, as a usual thing the parents co-operate cheerfully and gladly to bring about the success of the plan.

"During the present year it has been found necessary to recommend loans in a few cases and a special grant in one case. It is gratifying to note the change in attitude on the part of most trustee boards towards the loan. Just a few years ago, the attitude was that the Department must finance operation, whether the district was able to do so or not; but little interest was taken in the collection of taxes. At the present time many boards are very reluctant to incur further liabilities where there is still some owing the Department, or to again get into debt where the indebtedness has been discharged."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

C.—ATTENDANCE.

One of the secondary duties of the school inspector is to take the final steps to insure attendance in rural schools. The reports for 1930 show, practically without exceptions, that the duty has not been onerous; in fact, the percentage of attendance over the whole Province appears to have been very high.

It is true that there have been setbacks. The urgent requirements of the 1930 harvest demanded the help of many of the older children; but as the Attendance Act provides for this, the spirit of the law was generally lived up to, even if its letter was not strictly observed. Some reports indicate a shortage of clothing for the children, but this was offset by the favorable weather.

Attendance percentages of well over 90% are quite commonly recorded in rural schools, as is indicated in the following excerpts from individual inspectors' reports:

"Irregular attendance is due to two main factors. The first is seasonal work. Being unable to hire help, the farmers keep their children home to assist with work, though this is often done for longer periods than necessary. They are often kept out for several days at a time during blueberry and cranberry seasons to gather these fruits, which form a large part of the winter's food supply. The second factor is the belief of many of the newer people in our country that a boy should not be at school after he is twelve years of age and able to do some of the farm work. Their conception of what constitutes manhood differs from that of this country, and consequently they wish to keep the children out of school."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Sixteen cases were prosecuted during the year. In a number of other instances personal visits sufficed to bring about the required results. In ten cases it was found advisable and necessary for me to serve the parents with a warning notice myself. To date it has not been necessary to take action in these.

"It has been found impossible for the inspector to devote to these duties the attention and time they really demand. When time permits a check-up is made on attendance each time a school is visited."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"The weather conditions of the past year have been very favorable to complete enrolment in the rural schools. In the first term, and particularly in the early winter months, a large number of districts were able to maintain percentages of attendance at eighty-five and over. However, the depressed economic situation was seriously felt in the harvest period, and all members of the family who could assist in saving the crop were enlisted in this work. In general, this interruption in the attendance record of the children is confined to the six weeks provided for in The School Attendance Act."

INSPECTOR J. J. LEBLANC, B.A., Westlock Inspectorate.

"Attendance has been, on the whole, quite satisfactory during the year. There have been, and no doubt always will be, some parents who keep their children at home for trifling reasons, but this is not true generally, or at least not in this inspectorate."

"Where parents are inclined to be careless about their children's attendance at school, the letters from the Chief Attendance Officer almost invariably arouse them to a sense of their danger. After receiving a final notice, they never feel quite at ease with the children not at school. No prosecutions have been undertaken during the year by the local inspector; but he always makes it a point to inquire into any case of irregularity when inspecting a school, especially if the parents have received either a warning or a final notice."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"It is very gratifying to note the improvement in the regularity of pupils' attendance throughout the inspectorate, as previously mentioned. An increasing number of attendance registers in rural districts show average percentages of 90 and upward. This indicates successful work on the part of the Attendance Branch. No prosecutions for non-attendance were found to be needed during the year."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"Conditions affecting school attendance throughout the year were favorable and, in general, school attendance was good. There has been, in the last few years, a tendency on the part of parents to cause their children to attend school regularly. This is due, I think, to a generally increasing appreciation of school privileges, and to the attempt that has been made to bring before the people the reasonable attitude of the Department of Education towards school attendance and its enforcement as embodied in The School Attendance Act."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"Generally speaking the attendance has been very good throughout the fall term, and more especially the last two months. Storms during October caused some irregularity. There is still a marked tendency toward keeping children of school age away from school to help with farm operations. Seldom indeed is the necessary permission obtained, or even applied for. The farmers no doubt realized this fall that the crop must be harvested with a minimum of expense if any returns above bare expenses were to be obtained. This fact probably caused many pupils to be pressed into farm work for a few weeks, who otherwise would have attended. No prosecutions were made, the warning letters from the Attendance Branch being sufficient in all cases to obtain regular attendance thereafter."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"For the first part of the fall term the attendance was not so good as it was a year ago, but improved later on in the term. A few schools are, and always have been, behind in the matter of regularity. The

average attendance for the year has been about 90%. No persons were prosecuted for not having their children attend regularly, as they generally react to a warning notice. I think that this is the first year that some parent has not been prosecuted for violation of the Attendance Act."

INSPECTOR W. J. McLEAN, B.A., Trochu Inspectorate.

"The average percentage of attendance for rural schools in this inspectorate is approximately 87% under normal conditions. The lowest point of attendance occurred during the harvest season, when many of the older pupils were kept out to work because of the collapse of grain prices and the corresponding inability of parents to pay hired help. Six breaches of the Attendance Act were investigated under instructions from the Chief Attendance Officer. Five of these were successfully adjusted. In one case prosecution proceedings were necessary before satisfactory results were obtained. During my visits of inspection to districts a number of parents were consulted concerning the poor attendance of their children, with the result that further difficulties were avoided."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"I found the school attendance regular and punctual in nearly all districts. Attendance has yearly become more satisfactory as the population has become more settled, and the people have formed the habit of maintaining regularity of attendance. Weather conditions have, on the whole, been exceptionally favorable. Farm help has been readily available nearly all the year. The harvest was easily handled, and required less child labor than usual. The beet industry was more extensive than ever before. Some children were kept out of school to work in the beet fields, but this did not raise a serious problem, as they returned to school within a reasonable time."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"In every serious case of non-attendance which came to my attention, whether through examination of school register, advice of teacher, or from the forms sent to me by the Chief Attendance Officer, some action was taken, usually that of visiting the homes of the parents whose children had been kept from school; in every case an improvement in regularity was secured. Several teachers in schools where there had been irregularity in previous years co-operated willingly and effectively in influencing parents to send the children more regularly."

INSPECTOR H. C. SWEET, B.A., Foremost.

"The attendance throughout the division has been satisfactory for the most part. In some schools great pride is taken in securing as nearly perfect attendance as possible. A great deal depends on the attitude and work of the teacher as to the results secured in the matter of good attendance.

"It is found that when children are reported for non-attendance a visit to the parents secures a decided improvement. Rarely is it found that the parents take an obstinate stand in the matter; resort to the courts has been regarded as an expedient to be used only as a last resort. During the year 1930 in only one case was legal action taken to enforce attendance, and in this case the attitude of the parents was so stubborn and offensive that action was the only thing possible. I might add that the action was successful and brought about results."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

D.—(CLASS-ROOM SUPERVISION—QUALITY OF INSTRUCTION.

The school inspector is the eyes and the ears of the Department of Education. He is called upon to give effect in his field to educational policy as expressed in the law and in the regulations. He is expected likewise to advise the Minister regarding adjustments which are considered to be advisable and necessary in order to better meet new and ever-changing conditions and requirements.

Consequently in large measure his work is administrative in character.

However, the more important and the more technical phases of his duties have to do with the supervision and inspection of schools. Here he studies and reports upon matters pertaining to the conduct of schools, the organization of work, the application of the course of study, gradings, classification and promotions and the permanent certification of teachers.

The following quotations from reports will give much information regarding the working of our school system, as it affects teachers and pupils. Inspectors testify that the Normal graduates are more efficiently trained, and that teachers devote themselves to the discharge of their duties with praiseworthy diligence. Much has been accomplished in recent years in the way of better organization and direction of work in our schools. The results of plan and aim in teaching are increasingly in evidence.

The judgments of inspectors regarding quality and effectiveness of instruction in the various subjects as found in schools of various types are set forth in detail in the following:

"I believe the professional zeal of teachers is growing stronger. Here the teachers are showing an active interest in convention work. They are reading more educational periodicals and examining standard tests. An encouraging number are preparing special teaching devices which they retain for use as required. In this way a splendid supply of teaching material may be built up.

"In my inspection work I have found few teachers lacking an adequate sense of responsibility. For the most part they are giving thoughtful and enthusiastic application to their duties and deserve high commendation for their courage in facing the many problems before them."

INSPECTOR GEORGE L. WILSON, B.Sc., Peace River.

"The actual teaching equipment in the schools is very limited in most cases, but a large number of the teachers are well supplied with materials of their own which they use in their work, primary material, seat work cards, maps, and prepared exercises. The students just out of Normal are in many cases better supplied than others, having considerable material prepared while in training. This is a valuable part of their Normal School work, as it gives them something objective with which to work in the early months when it is most difficult for them to find teaching material and more especially seat work for the grades not being taught.

"There is the greatest of variation in the quality of instruction. The town and village schools have well selected staffs and have their schools quite satisfactorily equipped. Results obtained will compare favorably with schools generally. Some of the rural schools are receiving very efficient instruction, and in many others, though the teacher in charge is well qualified to do good work, there are negative factors which cut down the efficiency. These are lack of equipment, especially blackboard space, poor seating arrangements, irregular or short term operation, frequent change of teachers, and apathetic administration on the part of school boards. During the past term there has been great difficulty in getting salaries paid, and it would appear that the teacher who is not being paid regularly and is worrying over the prospect of getting her money even eventually loses interest in her school, and feeling that as the community is not doing its share she is not bound to put forth her best efforts.

"Among the New Canadian schools the emphasis of work is being placed on English, both written and spoken. The older children have in most cases a good knowledge of arithmetic, particularly the mechanics of this subject.

"The subjects in which the pupils are most poorly advanced are grammar and writing. The latter is especially notable in the scribblers of the children, which lack much in general neatness. In many schools there is no supervision of the books kept by the children, and as a result slovenly habits are allowed to develop. The teachers must assume this is a regular and necessary part of their work if better standards are to obtain. An examination of the pupils' books is being conducted in every school in an attempt to improve the quality of work done by pointing out to pupils and teachers alike wherein improvement is possible.

"Among the new teachers the greatest difficulty comes in the finding of useful seat-work activities. Greater emphasis might be put on seat-work activities in the training of these teachers, as the amount of time a pupil must be profitably employed apart from instruction periods in the rural school constitutes most of his school day."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"The experienced teachers appear to be becoming more progressive in taking a keener interest in perfecting themselves for their work. Many are taking special courses at Summer School in order to become acquainted with new developments and departures in education.

"As a result of this interest a better type of instruction is being obtained from year to year. Although progress in this direction is rather slow, results are gratifying.

"Of the 162 reports on instruction given in public schools, 3% were graded excellent, 17% very good, 60% good, 17% fairly good, and 3% fair."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"In the character and quality of the instruction in the class-room the results for the year are very commendable. The graded centres, maintaining well equipped class-rooms and selecting the teaching personnel from the experienced and successful members of the profession, carry on extended and efficient interpretation of the grade outlines. In the ungraded schools, which operate regularly, the fundamental subjects are ably treated, and attention is given the more cultural outlines. With the 'short-termed' schools, the curtailed periods of operation followed by long holidays give only fairly satisfactory results, due in large measure to either the lack of experience in problems of organization of the teacher in charge or hurried attempts to cover the full grade outlines with the failure to review and consolidate the information presented, with the result that the data are in great part forgotten in the prolonged holiday periods. The schools of the inspectorate are receiving good teaching service, and the great majority of teachers are enthusiastic, earnest and sincere in their approach of the daily school work. Eager to attain success in their initial trial in a school, the graduates of the Normal schools spare no effort to master the intricate problems of organization and management of the heavy ungraded schools, and the contributions from this group of teachers have been very good.

"With regard to the estimate granted the teacher at the time that the school was inspected, an analysis of the gradings gives the following details for each class: Excellent 9, or 4.37%; very good 43, or 20.87%; good 104, or 50.50%; fairly good 47, or 22.80%; fair 3, or 1.46%.

"Three-quarters of the teachers in the inspectorate obtained a grading of 'Good' or better. With the selection exercised at the Normal schools, the recent additions to the teaching personnel were, with two exceptions, able to attain ratings of 'Fairly Good' or 'Good'."

INSPECTOR J. J. LEBLANC, B.A., Westlock Inspectorate.

"Most of the teachers are earnest and industrious in their work. A few are indifferent or lack the personality and training necessary for success. Recent graduates from Normal overstress silent reading to the exclusion of oral reading. They have great faith in giving and graphing results of standardized tests, but generally fail to see the weakness revealed thereby, or to take the necessary steps to correct these weaknesses.

"Reports on teachers were drafted with a view to raising the efficiency of each teacher.

"Rating of teachers on two hundred inspections were: Excellent 8, 4%; very good 53, 26.5%; good 117, 58.5%; fairly good 13, 7.5%; fair 2, 1%; ungraded 7, 3.5%."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"In the inspection of teachers this year special emphasis was placed upon Teacher's Records and Plan Books. These lessons are so as to eliminate the constant use of texts and aids in teaching subjects like history, agriculture, and general science. There is still a great tendency on the part of teachers to place too much dependence upon these and thereby neglect the personal element in actual teaching.

"In the matter of assignments for seat periods plan books serve a special purpose in that teachers desirous of giving efficient service pay special attention to this phase of school work, and the assignments mapped denote actual work to be performed by the pupils rather than indefinite and very often desultory reading of texts and notes. Teachers who follow this system are very exacting in supervising the exercises planned for these periods. Thus they are able to furnish their pupils with a full measure of work for the day, and by their industry in supervision soon learn whether the students reach the standard desired by them.

"To emphasize the importance of this factor, the report covering the teacher's work indicated the type of assignment given to each of the grades, the length of the period and the method of supervision employed by the teacher.

"All schools in which this system was found showed a high standard of attainment by the pupils, resulting from effective teaching and careful supervision. I believe that a standard plan book issued by the Department and furnished to the schools along with the regular supplies would serve a very beneficial purpose.

"Grading of teachers: During the year 155 teachers were inspected, with gradings as follows: Excellent, 3.26%; very good, 20.26%; good, 54.24%; fairly good, 21.56%; fair, 0.66%."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"Almost without exception I have found the beginners putting all they had into their job. If they were not making a success of it, it clearly was not because of any lack of effort, or because the will to succeed was not sufficiently active.

"Another thing that impresses one wherever a conscientious teacher is in charge is the large amount of work that is written on the board. We find the teachers before nine o'clock writing down arithmetic problems, questions, stories, and assignments of various kinds upon the board; we find them at it again at recesses and at the noon hour, writing, writing, writing. It is a wearying, exhausting performance; it deprives the teacher of her recesses and of her noon-hour relaxation. It prevents her from enjoying the playground with the children and of taking part in their games, or of supervising their activities.

"This is something that should have been rendered unnecessary long ago. All that is required is to provide the children with work books. Work books in geography, work books in composition, work books in arithmetic, work books in literature, work books in history, can all be procured, or can readily be prepared. If the children were provided with these, the teacher would be relieved of a tremendous amount of drudgery, and the school could be handled more effectively and much more economically.

"The criticism recently made by a parent to the effect that the pupils we are turning out of our schools are poor readers is absolutely true. They are poor readers. Many of them, considering the time they have spent in school, are very poor readers. Leaving the teacher for the time being out of consideration, there are two reasons that may be given in explanation of this state of affairs. One is an overcrowded curriculum not leaving the teacher sufficient time for reading, and the other is the

undue emphasis placed upon silent reading. Silent reading has its place, and a very important place, in the school; but to permit silent reading to oust oral reading from the grades, especially from the lower grades, is a grave mistake."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The young teachers from the Normal schools undertake their work with confidence and often skill. They have profited from their opportunities of observing good teachers at work and from the practice teaching which they have done. The week's experience in teaching and managing a rural school has at least enabled them to make a satisfactory beginning in their first schools. It has been a series of object lessons to them especially in providing material to keep their classes busily employed and in the making of suitable lesson assignments.

"The teachers, with few exceptions, are interested in their school work. Most of them prepare the daily lessons with considerable care, and an increasing number of them keep plan books which the inspector may examine when he visits the schools.

"Many of the teachers present their subject matter in an interesting manner and with a definite object in view. In these cases the questioning is generally good and the pupils are interested and are keen to respond.

"I am sorry to report that a considerable number of teachers make an abusive use of the so-called 'Teachers' Helps'. Instead of organizing their class material from their texts, they use only these 'helps,' and their lessons are dull, disjointed attempts. Used in this way these helps prove to be hindrances. They have a deadening influence on the teacher and destroy her initiative.

"The pupils' written exercises are generally fairly well supervised, and have improved in quality during the year. I find it very necessary to draw the attention of the teachers to the necessity for frequent reviews. Many of them overlook this practice, and are likely to be disappointed when they give their tests.

"The teachers are, in many cases, badly handicapped by the lack of suitable supplementary reading material for the junior grades. The scarcity of finances this year has prevented the expenditure of money for this purpose.

"The following is a classification of the gradings of the teachers visited during the year: Excellent 12, 6.52%; very good 46, 25.00%; good 89, 48.37%; fairly good 34, 18.42%; fair 3, 1.63%."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural Inspectorate.

"My reports on the work of 200 teachers visited during the year graded as follows: Excellent, 3%; very good, 16%; good, 58%; fairly good, 23%; fair, nil.

"These reports indicate that the work of the schools in this inspectorate is generally satisfactory.

"One of my objectives in the work of inspection has been to encourage and assist a good type of teaching in the 'tool subjects', or what are often called the 'Three R's'—reading, writing, and arithmetic. I believe that good progress is now being made throughout the inspectorate in these important subjects. Practical hygiene, physical training and health education generally is also receiving well-merited emphasis on the teaching programmes, and this work should yield rich returns in good health and happiness. Average work is being done in elementary science, history and geography, but I am of opinion that the interest taken in these subjects would be increased and the work done made more effective if we had a better system of placing in school libraries the new, attractive, well-written supplementary literature which is being published from time to time on these subjects.

"In senior grades, art work is satisfactorily taught, but there are not many teachers in ungraded schools that are getting good results in junior grades. In only a few cases is good work being done in the theory of music, but rote music is being taught more successfully. To give impetus

to the work in this subject it is the intention of the teachers of this inspectorate to organize a school festival in 1931."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The schools of this inspectorate in 1930 were well served as regards the actual teaching service. Recently graduated students are bringing to their work a keener appreciation of rural school teaching needs. This is doubtless accounted for by their actual contact with rural school conditions and requirements during their Normal School experience. In addition to this, however, the very fact that student teachers now participate in rural school practice and teaching as a part of their course, must influence the quality and content of Normal School instruction as to practical and specific needs for successful rural school service. So that it may be said, with some assurance, I think, that our Normal School graduates are better equipped for rural school service than they were a few years ago.

"All teachers, particularly those who have graduated a few years ago, should be diligent in attendance at teachers' conventions, and in so far as it is possible, should take advantage of attendance at summer schools to keep in touch with the more recent developments in school life and work. It has been observed that Normal School graduates who have assumed school charges in 1930 for the first time display a greater sensibility of the necessity of careful management of school work and a disposition to discipline themselves to meet this necessity than I have previously found.

"The salaries of teachers do not undergo any change to any appreciable degree during the first half of the year. A tendency on the part of school boards to lower salaries during the last half of the year was observed. This movement was due to the expectation of a scanty crop, owing to the unfavorable weather conditions which prevailed throughout this inspectorate. Towards the close of the year, when the scanty crop was realized and when, in addition, prices for farm produce reached such disastrous limits that arrears of taxes and current taxes did not materialize in collection, the general disposition on the part of school boards has been to suggest and to require a sharp decline in salaries, so that there is no doubt but teachers will be met with a demand in 1931 to accept a sharp reduction. The situation is so acute in this inspectorate that the advisability of closing schools in many districts has been seriously discussed, as there is no prospect of collection of school taxes before another crop, while bank credits are no longer available."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The teachers generally enter into the work in a whole-hearted manner, and in the majority of cases give serious and conscientious consideration to the type of subject matter to be presented, and to method. This is shown by an almost uniform use of some type of plan book, which is nearly always ready for inspection. A number of Normal School graduates entered the inspectorate this fall and, with one or two exceptions, show good ability and a commendable grasp of the situation. The quality of instruction is generally satisfactory and frequently very good. It has been noted that wherever a well-kept plan book is on hand the lessons are much more definite in aim and a closer correlation exists between the lesson and the assigned seatwork. Generally speaking, teachers fail to appreciate the necessity for definite and systematic review and drill on essential points. There is also a very marked tendency toward the use of teacher's helps, and too great a reliance is placed by some teachers thereon. Too frequently these publications have been found in the hands of the pupils, substituting to a considerable extent the use of the text-book. This is detrimental to the best interests of both teacher and pupil, and I consider such helps should be used only by the teacher, and then merely as a supplementary source of material and questions.

"The range of salary for the above teachers is from \$900.00 to \$1,350.00, the average being \$1,025.52. Recently there has been noted a distinct tendency toward a decrease in salary. This is due to the large

supply of teachers, many desirous of securing immediate employment, and consequently underbidding each other when vacancies occur. Also due to financial conditions, school boards are beginning to expect to pay a similar salary in the natural practice of economy."

INSPECTOR LORNE GOOD, B.Sc., Wetaskiwin.

"I have been stressing the need of better oral reading, and there may be a slight improvement therein; but it is not all that it should be. It is possible that the fault may lie in the differentiation between oral and silent reading. If the latter were dropped from the course as a special branch of the subject there would be no real difference in the treatment of the content; but there would be more oral reading. The Grades VII and VIII history is still poorly taught, and this is due in large measure to the non-chronological treatment of the subject with the aid of an inadequate text. The other subjects are, on the whole, well taught. It is true that the arithmetic usurps too much time, which is natural because the subject lends itself to accurate measurement of results. There is a strong movement in this district in the direction of more practical map work, which will materially improve the geography. Judging by the care now bestowed on correction of exercise books, the composition and written work generally show improvement.

"The 1929-30 Normal class did not make quite such a good showing as the previous year's did in the Red Deer inspectorate. In the fall of 1929 I inspected 20 beginners; of these 13 graded good, 6 fairly good, and 1 fair. In the December term of 1930, the same number of tyros were inspected, and these gradings awarded: Good 10, fairly good 8, fair 2. One of the latter should never have been granted a certificate, but I believe that most of those graded below 'good' will ultimately become good teachers, because they are all interested and industrious."

INSPECTOR A. R. GIBSON, B.A., Red Deer.

"In inspecting the work in the class-room it is my experience that the subjects of arithmetic, spelling, art and geography are being well taught, while grammar, history and composition are, generally speaking, only fairly well taught, and in the case of literature the teaching can be much improved. A number of teachers do not prepare their lessons as they should, and depend too much upon prepared lesson helps."

INSPECTOR W. J. McLEAN, B.A., Trochu Inspectorate.

"Salaries: The average salary for the year was \$1,045.00, but there is, of necessity, a tendency on the part of some boards to reduce them below \$1,000.00."

INSPECTOR W. E. FRAME, M.A., Coronation.

"On examining my gradings of teachers for the year I find that they have tended to be a shade higher than those of last year: 3.646% graded excellent, 31.25% very good, 53.125% good, and 11.979% fairly good. None were placed in the lowest class, but one was left ungraded. Probably one or two might have been placed in the lowest grading, but considering all the circumstances I thought it wiser to give the higher grading.

"The standard of teachers' salaries has been fairly well maintained during the year, but there was a general tendency to lower them. This is due largely to the surplus of teachers on the one hand and on the other to the general financial depression. The teacher's salary is the largest single item in the school budget, and for this reason it is usually the first to be affected. It is hardly necessary to add that this does not always work out to the advantage of the schools."

INSPECTOR R. J. LIGGETT, B.A., Olds.

"Regarding the quality of instruction being given, there is no doubt but that this is steadily improving. This is, of course, to be expected, in view of the fact that the qualifications of the teachers manning our schools are gradually improving. 'As the teacher, so the school', still holds good, for the nature of the work being done is in direct ratio to the efficiency of the teacher in charge.

"Of the 205 teachers inspected during the year, 3.8% graded excellent, 23% very good, 54% good, 16.7% fairly good, and 2.5% fair.

"At the beginning of the year the prevailing salaries were about the same as in the previous year, that is, from \$900.00 to \$1,200.00. However, on account of the economic depression that set in early in the year and the serious decline in the price of wheat, the signs at present seem to indicate a downward trend in teachers' salaries. This, too, is accentuated by the fact that there quite a surplus of unemployed teachers, which surplus has been gradually increasing since September, 1929."

INSPECTOR J. A. MacGREGOR, B.A., Calgary (Rural).

"About 27% of the teachers visited during the year held first-class certificates, the remainder held second-class certificates. Slightly more than 17% of the teachers had less than one year of experience, the remainder varied all the way from one to twenty years, the average being about five years.

"The younger teachers, as a rule, are full of enthusiasm for the work, and largely make up for their lack of experience by the vigor with which they attack their problems. Quite a few teachers are taking advantage of the summer school to implement their knowledge and to secure a higher certificate, others are buying a good class of reference books for themselves, a few have their class-rooms littered with 'lesson helps' and lazy teachers' props.

"I find mathematics generally well taught in both rural and town schools. Number concepts are well developed in the lower grades, and the instruction is usually thorough in all grades. Reading and literature, on the other hand, is not usually well done. The most frequent procedure in these lessons is for the teacher to 'hear' the pupil read, many times without comment, pass on to the next until all the class has read, and assign the next lesson. More attention is being paid to teaching writing, and the results are gratifying. History and citizenship are well taught up to Grade VI. Practically all teachers are able to make the instruction interesting and profitable. With Grades VII and VIII few teachers have been able to enliven the material enough to make it interesting for the pupils; as a consequence the time has not been spent as profitably as it should be. Few schools derive the profit they should from the courses in elementary science. This is especially true of the rural schools where, in many cases, the teacher passes over the wealth of material at hand in favor of the synthetic lesson helps.

"For the most part school boards are anxious to keep their schools operating sufficiently and are ready to co-operate with the teachers to that end. In most districts comfortable boarding places may be had within a reasonable distance from the school at twenty-five or thirty dollars a month. With few exceptions the school buildings are in a good state of repair, and they are neat and clean inside. Not much attention has been paid to replenishing school libraries for the past years, and as a consequence there is little in the way of supplementary work or references for the teacher or the pupils. Playground equipment in the rural schools is generally lacking, and the teacher must call upon her ingenuity to supply this lack."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The quality of instruction being given shows improvement over the previous year. Especially is this true in writing, oral and silent reading and in the work with the primary grades. The primary work of teachers recently trained in our Normal schools is of high standard, involving as it does a splendid variation of excellent lesson and seatwork materials. The four processes in arithmetic are fairly well drilled, but the idea of rate standard is not always clear or uniform. Spelling received a rather adequate form of stereotyped teaching, but in view of a limited interpretation of the present course it is doubtful if those most adept in spelling are worked up to their spelling abilities. Composition teaching is by no means ideal. Too many short, aimless exercises are assigned, while too little time and emphasis is placed upon oral composition and the development of the standardized sentence and paragraph. History, gram-

mar and agriculture are often poorly and ineffectively taught in the higher grades, due too frequently to lack of thought with a view to preparation of subject matter and logical lesson development. Geography, nature study, art and hygiene receive creditable treatment; while the treatment of music and physical training is greatly subordinated to the subjects considered more fundamental.

"The work of the year included 180 inspections, involving 160 inspections of ungraded class-rooms and 20 inspections of graded rooms. Fifty-three rural schools received two inspections during the year.

"The teacher rating was as follows: Excellent, 3.9%; very good, 33.3%; good, 45%; fairly good, 16.2%; fair, 1.1%; unclassified, 0.6%. In comparison with the previous year the average is higher, due largely to a greater number of experienced teachers finding employment within the inspectorate. The number of inexperienced teachers engaged during 1930 approximated 21% in comparison with 40% the previous year."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"The quality of the instruction in the schools of this inspectorate is improving from year to year. The beneficial effect of the presence of an ample supply of fully qualified teachers, many of whom have had experience, is a contributing influence in promoting better instruction than prevailed a few years ago when there were 'permit' teachers and frequent changes. It is quite evident that the plan of sending out Normal School students to observe and teach in ungraded rural schools is of benefit to both the students-in-training and the teachers in charge."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"The presence of a large number of unemployed teachers appears to have the effect not so much of reducing salaries as of directing Boards to choose teachers with one or more year's experience. There is a noticeable improvement, also, in the quality of instruction over that of a year ago. Whereas last year I received a large number of requests to make special inspections in schools where the teacher was not giving satisfaction, only one such request has been made this year.

"Arithmetic and spelling appear to be the subjects which lend themselves most readily to a shallow type of teaching with little expenditure of effort. It is the exception to find a teacher who makes any serious attempt to really teach spelling, the general procedure being to place the responsibility for proficiency on the pupils. As a result, while the pupils show a surprisingly high degree of skill in formal spelling lists, they very often fail woefully to spell simple words when they have occasion to use them in written exercises. This criticism applies also in large measure to writing. An increasingly large number of teachers are now following the new Bailey Course in writing, and achieving fair results in the writing books. The value of the subject is lost, however, when the improvement is not carried over to written work in other subjects. Slovenly, careless and often illegible writing is apparently accepted, which would not be tolerated in a formal writing lesson. Almost all teachers devote from five minutes upward each day in teaching the muscular movement, often ignoring position of the body and form of the writing, and at the conclusion of the lesson the pupils revert to finger movement for the rest of the day with little attempt to incorporate into their style the forms learned in the writing lesson. Writing in Grades I and II almost invariably is taught according to prescribed instructions; but in the higher grades it is too often true that the writing deteriorates from month to month. On the other hand, where it is thoroughly understood that careless writing will not be tolerated, very good results are achieved. With experience the quality of the teacher's writing on the blackboard steadily improves.

"History instruction ranges from fair to good, with very little that can be graded as excellent. The chief difficulty is insufficient knowledge of the subject matter on the part of the teacher. The cry in Grades IV to VI is that there is no text-book. To offset this teachers resort to manuals and other helps, which are frequently placed in the hands of the pupils. Even when the teacher attempts to give oral instruction in

this subject she does not venture far away from her text, literally or figuratively. Thus she fails to make the subject matter her own, fails to inspire her class with a love for the subject and succeeds in giving the impression only that history is a succession of isolated facts bearing little or no relation to one another. For these and other reasons history, to my mind, is one of the least effective subjects on the course of studies.

"Composition finds an important place on all time-tables. In some of the higher grades, particularly in Grade IX, the instruction is often very academic, and the theory of the subject stressed unduly. As this subject is basic, too much practice cannot be given in the art of expression. Then there is the occasional teacher who gives his classes plenty of practice in writing exercises, but makes no attempt to examine them, or reads them lightly, marking them casually 'good' or 'excellent', when a careful inspection would reveal mistakes in spelling or English in almost every line.

"Of the 223 inspections made, practically half were graded 'good', the remainder distributing themselves fairly evenly over the other groups. The percentages are as follows: Excellent 4, 1.8%; very good 56, 25.1%; good 108, 48.4%; fairly good 50, 22.4%; fair 5, 2.2%.

"On the whole the teachers fresh from Normal School give, in their first year, a good type of service. The early weeks of the term I find them trying to put into practice the principles and methods they have been instructed to use. The best service is given, in the main, by teachers with two to four years of service. A number of teachers with many years of experience have got into a rut, and some of them do not trouble even to read the changes in the course of studies from time to time."

INSPECTOR D. M. SULLIVAN, M.A., High River.

"All are receiving sufficient professional training to enable them to proceed in an approved manner. I notice an increased seriousness on the part of the teachers in their attitude toward their responsibilities. They realize how much more fortunate they are than the many unemployed teachers, and if any were otherwise inclined to be slack in their work, they do not wish to exchange places with some of these unemployed because of inefficient service. There has steadily been growing in the country a higher standard of work, which has exerted a stimulating influence on individual teachers.

"Comparatively few teachers have taken new engagements during 1930, and salaries on the whole are according to 1929 agreements. Few school boards have made any reductions, but it is probable that a general reduction will take place when new agreements are entered into from time to time. This will be due to the over-supply of teachers and the fact that money is scarce rather than to any feeling that teachers have been overpaid."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"The certificates held by teachers visited during the year may be classified as follows: Academic or First Class with University Degree, 2; First Class Permanent, 27; First Class Interim, 16; Second Class Permanent, 65; Second Class Interim, 48; Third Class, 6. In addition to the above, in the high school rooms in the larger schools there were three teachers with Academic Certificates and University Degree, five with First Class Certificates, and two with Second Class Certificates.

"The following is a classification of teachers visited according to their experience: In first year of teaching 48, 29.26%; with one year of experience 14, 8.53%; with two years of experience 30, 18.29%; with three years or more of experience 72, 43.90%.

"In the great majority of the class-rooms the teachers render faithful and efficient service. Those who are in their first year of teaching, almost without exception, are industrious and systematic in preparation of time-table, of written daily plans, and of material for each day's lessons. The use of reliable outlines covering the courses in each grade by the month is quite general; these outlines are secured from the teachers'

magazines and from the school board offices in Calgary, Edmonton, Lethbridge and Medicine Hat. Valuable material secured at the Normal School is used directly in lessons, and in a few cases the teachers have prepared outlines covering material of courses for the grades taught, by the month, themselves. The majority of the new teachers use good methods in giving direct instruction in oral classes, and as their experience increases they improve their general management, organization and assignment work. A small number of the new teachers has greater difficulty in securing progress through preparation and organization of the work; some have difficulty in securing complete good order in their first schools; these find it advisable, at the end of their first year, to make a change in position. In practically every case an improved type of work is done in the second school taught.

"During the week preceding and the week following the Easter holiday, twenty-four teachers-in-training from the Calgary Normal School were sent to observe and practise methods in the schools of this inspectorate. I was able to visit several of the schools while this work was in progress and to discuss with other teachers and students later the degree of success of this feature of training. In every case the teachers in the schools co-operated very willingly, and I am certain that the students obtained very valuable practical knowledge of management of numbers of classes.

"The tests sent out in June by the Department for use as a basis of promotion in Grades V, VI and VII, are very helpful in assisting the teachers to appreciate what is an average standard of attainment in these grades.

"A large number of teachers make use of some of the large variety of teachers' helps which is available. In practically all of these there is very valuable material, and good results are frequently observed from its use. When the teacher uses the material available from the manuals in his or her own preparation for lessons, or when the helps are used for review purposes, their use is more advisable and commendable than when they are placed in the hands of the pupils for study or as substitutes for the prescribed texts.

"Salaries of teachers: The salaries in one-room schools ranged from \$850.00 to \$1,400.00. Seven teachers in these schools received salaries lower than \$1,000.00; eighty-three received salaries of \$1,000.00; thirty-three received salaries of from \$1,100.00 to \$1,400.00. The average salary paid to teachers in the schools of one room was \$1,023.00."

INSPECTOR H. C. SWEET, B.A., Foremost.

"The teachers themselves, with very few exceptions, are earnest and interested in their work in the schools. One cannot but admire the cheerful courage of these young men and women, frequently far distant from home and working among people who speak ordinarily in a foreign tongue. So often, too, the responsibility for initiating any social activities in the district is laid on the shoulders of the teacher, and frequently these young and inexperienced teachers are asked to advise the ratepayers in business matters of considerable magnitude. Of course, a life of responsibilities possesses attractions for many; indeed, it is found that a considerable number return year after year to the same locality.

"The schools are doing work of a very satisfactory quality. Pupils coming in from other sections of the Province are no farther advanced in their grades, and the pupils entering the high school from the rural schools stand high in the term tests. One, too, is struck by the rapid development in the use of good English by the children in these New Canadian schools: the quality shown in paragraphs, the purity of the language used in written and oral answers, especially in the higher grades, indicates that assimilation, at least as far as language is concerned, is proceeding at a satisfactory rate.

"With respect to grading, the results this year were not nearly as close to the probable results as last year. One hundred and thirty-six teachers (exclusive of the teachers of Medicine Hat) were inspected and graded; one was inspected, but not graded. The results are as follows: Excellent 2, 1.47%; very good 24, 17.64%; good 90, 66.18%; fairly good 20, 14.71%; fair, nil."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

E.—ADVANCED INSTRUCTION.

The year 1930 saw an increased demand for instruction in work above the eighth grade. This demand was most marked in the rural or ungraded schools. In some inspectorates as many as 60% of the rural schools were allowing pupils to take up the work of Grade IX, and the demand for this is increasing owing to the financial depression which prevents parents sending children to town schools. Inspectors differ in opinion as to the efficacy of this instruction, but all are agreed that it enables very many children to continue an education which would otherwise be abruptly stopped.

This increased demand for high school facilities in the rural districts strengthens the claim of the rural high school for recognition. There are sixteen at present operating in the Province, and the inspectors report very favorably regarding them.

The advanced work in the senior rooms in towns, villages, and two-room rural schools and in consolidated schools continues to be of a high order.

"The necessity of authorizing that instruction in grades above the eighth might be given in rural schools seemed more than ordinarily necessary this fall. Persons who had sent their children to a larger school in former years found themselves unable to do so this year. Sixteen rural schools have been granted permission to offer advanced instruction in 1930.

"Rural high schools are in operation at Spirit River and Beaverlodge. Bezanson has a high school room that is, in effect, a rural high school. Similar organizations have been attempted and defeated at Sexsmith, Wembly and Valhalla. Hythe is to be voted on shortly."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"Work of two-room schools: There are five such schools in this inspectorate, four of them giving instruction in grades up to X and one only to grade VIII. The quality of work being done is higher than the rural school average, due largely to the fact that better teachers are attracted to these schools. Equipment for science instruction in the high school grades is satisfactory. The pupils in these grades have the impression of being more industrious and ambitious than in the high schools of towns and cities. This may be because there are fewer distractions from their work and the fact that in most cases they are at school from their own choice. Good results on the 1930 examinations are reported.

"The one consolidated school in the division, Swan River No. 73, operates a two-room school. No vans are operated, and as far as operation is concerned it is very similar to a two-room village school. It is having financial difficulties due to the failure of the farming section of the consolidation to meet its taxation obligations."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Advanced instruction is being given in a small number of ungraded schools where enrolment is not too heavy, where there are not more than six public school grades, and where an experienced and well qualified teacher is in charge. In several outlying districts Grade IX was authorized because it was impossible for the board and the parents to make arrangements to have these pupils take the work in graded schools.

"The need for the establishment of rural high schools is being felt to a more pressing degree every year, but so far the obstacle to progress in this direction has been the inability of school districts to finance such an undertaking. Prospects in this regard for the year 1931 are not bright."

INSPECTOR J. L. GIBAULT, B.A., St. Paul de Metis.

"The Grade IX instruction was authorized in 27 ungraded schools of the inspectorate, and 43 pupils wrote on the departmental examination in June last. With the ever-increasing demand for Grade IX facilities in the one-room school, which was primarily intended to give service to the public school grades, the question has often arisen as to whether the results warranted the continuance of this extended service in our public schools and whether the teacher's time should not be concentrated exclusively on the ordinary grades of the school. The writer has this year made a survey of the marks made by the 43 Grade IX students of the inspectorate, and it may be noted that 11 students passed in all six imperative subjects of the first year of the high school course and one failed in all of them.

"In the sixteen two-room schools of the inspectorate, seven are maintaining instruction facilities in Grade IX; six teach Grades IX and X; and three attempt to give service in Grade IX, X and XI. The practice of giving instruction in the third year of the high school course in a two-room organization, which may carry two or three grades of the public school, is not encouraged, as all the essential data cannot be thoroughly covered and mastered under a single teacher. The type of instruction carried on through this graded system is of a very commendable nature."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"Advanced instruction is undertaken in about fifty percentum of the rural schools. This is usually confined to first year work, although a few schools where the enrolment is light in the public school grades do second year work, and one school did third year work. Although no experimental science is taken, the average number of units taken successfully seems to compare very favorably with the average of town schools as shown by final examination results."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Sixty schools are providing instruction for students in the secondary grades, an increase of about twenty over last year: One-teacher schools, 22; two-teacher schools, 28; three-teacher schools, 5; four-teacher schools, 4; five-teacher schools, 1.

"The following tables will show clearly the extent of the demand for this service that is being demanded by ratepayers:

Comparative Survey of Students Receiving Secondary Education at Schools
in 1924 and 1930.

Types of Schools.	1924				1930			
	IX	X	XI	XII	IX	X	XI	XII
1 teacher schools	18	3	1	..	31	3	1	..
1 teacher schools, New Canadian	..	1	..	..	11	..	..	..
2 teacher schools	6	7	7	..	124	57	10	..
3 teacher schools	43	19	22	6	47	38	34	2
4 teacher schools	8	3	5	..	22	37	27	2
5 teacher schools	56	24	25	..	40	25	58	38
	131	57	60	6	275	160	130	42

Types of Schools.	1930			
	IX	X	XI	XII
1 teacher schools	..	3	1	..
1 teacher schools, New Canadian	2	1	1	..
2 teacher schools	4	11	12	..
3 teacher schools	..	..	..	2
4 teacher schools	..	..	..	..
5 teacher schools	..	..	..	..
	6	15	14	2

Totals.		1924	1930
1 teacher schools		22	39
2 teacher schools		20	218
1 teacher schools, New Canadian		1	15
3 teacher schools		90	123
4 teacher schools		16	88
5 teacher schools		105	161
		254	644

The following table pertains only to schools in the New Canadian section of this inspectorate:

	1924	1930
1 teacher schools	1	16
2 teacher schools	20	226
4 teacher schools	0	78
	21	320

The survey covers the period of the two-room school programme in the New Canadian communities.

(a) The most noticeable feature is the progress which has been made in the two-room schools during this period, 20—226. It is worth noting that 124 of these students are in Grade IX, which indicates that these rural two-room schools are but on the threshold of the era designed for them. Three of the four-teacher schools were, until recently, in this class.

(b) The data on New Canadian schools are very encouraging. It is direct proof that our efforts at assimilation are meeting with success. By the time the third generation reaches adolescence the distinction of language, culture and customs will have disappeared, so that a visitor to these parts will not be able to tell where the so-called foreign belt starts."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"In the ungraded schools, 21 gave advanced instruction in Grade IX, 6 gave instruction in both IX and X, and 4 gave instruction in Grade X only.

"Wherever in the ungraded schools there are eight public school grades enrolled, an effort has been made to induce the high school pupils to go for their work to some regular high school. In a considerable number of districts, the parents, the pupils and the school boards have come to realize that no one teacher can carry on successfully in a public school with a heavy enrolment, both public and high school work; and they have agreed not to insist upon their teachers undertaking it. But this is not true of all districts. No matter how many grades there may be in the public school subjects, or no matter how heavy the enrolment may be, some boards demand that high school work shall be done, and they engage their teachers on that understanding. In such cases both boards and parents show no inconsiderable resentment if an attempt is made by the local inspector to overrule their will and judgment in this regard. Their reasons for this attitude are many. Sometimes the parents are not in a position financially to maintain their children at a high school; no high school may be located within many miles of the district, or the children may be young and the parents are reluctant to send them away from home at that early age; or it may be that the school board does not feel in addition to financing its own school, it can shoulder the added burden of paying high school fees. So concessions have to be made, and authorization given for high school work even when it does not accord with the inspector's best judgment."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The two-room school continues to do a very satisfactory type of work in making it possible for many pupils to get advanced work without going away from home. Where pupils succeed in getting Grade IX or Grade X, they are very likely to go to the larger towns or to the city to take Grade X, Grade XI or Grade XII work. Apart from this fact, it is well known that pupils get a much better training in citizenship and in Canadian customs and language in the senior grades than they get in the lower grades.

"Thirty-seven two-room schools are operated in the inspectorate. Of these 11 do not offer higher work, mostly because the second room has not been in operation long enough to get pupils through the junior grades young enough that their parents will send them on for higher work. In one or two cases, the boards feel that the enrolment is sufficiently high without offering upper grade work. Eleven schools offer Grade IX work; eleven offer Grades IX and X; three offer Grade X; and one offers

Grade IX and XI. In all these schools the following pupils are found: Grade IX, 71; Grade X, 30; Grade XI, 3."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The number of ungraded schools attempting instruction beyond Grade VIII has decreased from 42 in 1929 to 30 in 1930. In 19 of these schools Grade IX was taught; in 9 Grade X was taught; and in 2 of them Grade IX and X were attempted.

"I am of the opinion that the reason for the decrease above-mentioned is that school boards are becoming alive to the fact that where there is a comparatively heavy lower school the lower grades suffer if advanced instruction is attempted.

"There are 20 two-room schools in this inspectorate. One new one was added, but one was transferred to Westlock inspectorate. In 7 of these schools Grade IX is the only high school class; in 1 Grade X is the only high school class; in 8 Grades IX and X were taught; in 2 of them Grades IX, X and XI were attempted, and in 2 there were no grades above Grade VIII.

"Very few two-room schools have the science equipment necessary for the teaching of Grade XI, and experimental work in science is not done. This method of teaching science is of very little value.

"The two-room schools are doing good service. They give the opportunity of selecting teachers who are adapted to the teaching of junior or senior grades. They provide a certain amount of high school instruction in the rural districts, and give the opportunity of doing some special work with the junior grades."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"The number of rural schools teaching the work of Grade VIII is now very high, and is increasing. Eighty per cent. of the rural schools in this territory are teaching Grade VIII work, and just half of that number are giving instruction in the work of Grade IX. Thus it may be seen that it is the exceptional country school that has not either one of the above-mentioned grades. Not more than 5% of these schools teach the work of Grade X.

"For the work of Grade VIII practically all schools have the necessary equipment, and the tuition given is generally satisfactory, but this cannot be said of the majority of classes in Grades IX or X. Here is the source of constant irritation in many districts, and though in the nature of things it is very difficult for the Department to regulate this work differently to the manner in which it is now being done, I believe that if the Act stated more definitely what schools would be allowed to give high school tuition, it would prevent many heart-burnings, and give more general satisfaction.

"The five two-room schools in country districts are doing a very satisfactory type of work. These schools are nevertheless at a disadvantage in being unable or unwilling to pay salaries that are attractive to university graduates or teachers specially qualified to give tuition in high school subjects.

"The work being done by the schools in urban districts is, without exception, of a high order. As such locations are attractive, the boards have had little difficulty in securing teachers of more than average ability, and the work in these schools is, I believe, second to none in the Province."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The call for advanced instruction in ungraded schools in 1930 increased in intensity and urgency. A relatively large proportion of the pupils who wrote on the Departmental Grade VIII examinations were successful. For attendance at high school centres there is a very limited opportunity for these rural pupils. An increased tuition fee for high school service has been demanded. Stringent financial conditions prevail in the homes of the people. Pupils are regarded, by parents, as being too immature to be sent from home for prosecution of high school work. Accordingly application for work above Grade VIII, in rural ungraded

schools has been more persistent and urgent in 1930 than it has ever been.

"It is not possible or advisable for teachers in ungraded rural schools, where a large enrolment of pupils and a large number of grades and classes in Grades I to VIII claim their attention, to engage in work above Grade VIII, except under very exceptional circumstances. At the same time, the call has been so urgent that authorization for work above Grade VIII has been given whenever it has been found possible to fully safeguard the interests of the pupils in Grades I to VIII. The nature and proportion of the work to be taken and the measure of time to be devoted to this special work has been, in every instance, very fully and very seriously discussed. The work is, in general, limited to Grade IX, and the number of units to be attempted has been strictly defined. The rural pupils in this inspectorate experience disability in prosecution of school work above Grade VIII.

"There were thirteen two-room schools in operation in this inspectorate in 1930. As a rule, the work in Grades I-VI was taken in the junior room. The remaining public school work and such high school work in Grades IX and X as was required, was taken care of in the senior room. In certain of these schools where circumstances were favorable, high school service was extended to Grade XI. In the majority of these two-room schools, however, it is not expedient that work above Grade X be taken, as the amount of work necessary to give adequate service in these senior rooms is sufficiently burdensome to exclude any work above Grade X. The quality of the work done in these two-room schools is invariably good, and real service is being given to their respective communities.

"In the town and village schools in this inspectorate in which more than two rooms are operated, a good public school service is provided. As ample provision as possible is made in these centres for high school work. Outside pupils seeking high school service in these centres are received in so far as the measure of accommodation will permit.

"In the town of Camrose 14 rooms are designated for public school and 6 for high school work. Tofield, Viking and Daysland have 3 rooms devoted to public school work, while the two senior teachers in each school take charge of the Grade VIII and high school work. Killam and Strome devote 3 rooms to public school work and 1 room wholly to high school work. Bawlf provides for its public school work in 2 rooms, and devotes 1 room entirely to high school work. All these centres are operating with efficient teachers.

"Kingman Rural High School No. 8 is the only school of this type in this inspectorate. This consolidation comprises Kingman S.D. No. 2867, Farrington S.D. No. 750, Coal Hill S.D. No. 1514, and Pretty Hill S.D. No. 1422. The room devoted to this work is in Kingman. This school is giving excellent service to this community, and is regarded by the districts supporting it with great favor."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The number of ungraded schools requesting permission for the teaching of Grades IX or X work is surprisingly large. During this fall term such authorizations have been granted to 34 schools for Grade IX and 8 for Grade X. This represents 37% of all rural schools. Such authorization now provides high school work for 70 pupils in Grade IX and 20 pupils in Grade X. Several more districts applied, but permission was withheld.

"I frequently find too much time being devoted to the high school work in ungraded schools, to the detriment of the work of the junior grades. A teacher under these conditions can do little more than direct the efforts of high school pupils, occasionally helping with difficulties. Naturally the quality of work therefore being done in these grades under existing conditions, however conscientious teachers and pupils may be, leaves much to be desired. Perhaps, however, this little is better than none, when possibly some pupils are kept in the school environment for a year when otherwise they would be doing no studying. This year saved,

even to some small extent, may be sufficient to permit a continuation of high school work at a later date."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"There are seven consolidated schools in the inspectorate. The staffs vary from two to six. Each and all are doing good work. The friction over van routes seems to have entirely ceased; at least none comes to my ears.

"I have but two town schools—Stettler and Big Valley. The latter is hard hit since ceasing to be a divisional point on the C.N.R. The staff at one time was eight teachers. It is now six. Last term it was seven. There are seven village schools in the inspectorate, with staffs ranging from three to six teachers."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"There are fifty rooms in the Red Deer inspectorate situated in towns and villages. The work carried on in these was of a very high order; in fact, there were only three rooms where it was indifferent. There is a decided inducement for teachers to seek employment in such rooms, with the result that the supply of really good teachers far exceeds the demand. As a rule, too, the inspector is more apt to hear of vacancies in urban centres and to be able to offer suggestions as to the filling of them.

"The overcrowding which has been so common in the smaller urban centres has been mitigated to a great extent by the provision of additional rooms. It is a rare thing now to find more than 35 pupils under one teacher."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"In rural schools this is going to be a more serious problem in the future than it has been in the past. There is an ever-increasing desire upon the part of pupils to proceed beyond Grade VIII, and as far as possible they must be given every encouragement and advantage to do so. But it is evident that the average school district will not have the funds with which to pay tuition fees in outside schools, nor will the average parent have the money to pay for board; hence, much must be done at the home school. It is not to be expected that the progress can equal that of a high school, yet, where the organization is good and the pupils workers, they will not fall much behind.

"High school work is being taken in 60% of the rural schools of the inspectorate, instruction being given in subjects up to and including those of Grade XI. In the case of Grades X and XI students do nearly all the work without assistance. The teacher frequently assists them after school hours."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The number of rural schools giving instruction in the work of Grade IX and higher has increased this year on account of the inability of parents to send their children away to take up advanced work. I consider the results quite good under the circumstances.

"There is a tendency on the part of some boards to want to carry this work too far and give instruction to Grade X and even XI under conditions that would be unsatisfactory.

"The demand for advanced instruction in rural schools indicates a need for rural high schools. Two communities of this inspectorate were considering these institutions, but the financial conditions interfered. Our one rural high school has functioned well during the year, and is very well thought of by the people in it."

INSPECTOR W. E. FRAME, M.A., Coronation.

"A considerable number of rural schools continue to give the work in Grade IX. Only in one or two instances was Grade X authorized. The quality of this work does not improve very materially, and it is doubtful if the rural school will contribute very much to the solving of the problem of providing secondary education to the masses of the children.

"On the other hand, I have three two-room schools that are proving fairly satisfactory in providing high school training in Grades IX and X. These are Hainstock S.D. No. 310, Harmattan S.D. No. 784, and Penhold S.D. No. 214. Along with the two higher grades, these schools also take care of the work of Grades VII and VIII. In these schools, therefore, the first real break is at the end of Grade X instead of at the end of Grade VIII. This fact of itself is of considerable significance.

"The town and village schools continue to do a good type of work. The towns of Didsbury, Olds, and Innisfail provide the work up to and including Grade XII.

"The town of Olds has just recently opened a fine new ten-room school. This is probably one of the most up-to-date schools of its size in the Province. It provides everything in the way of pleasant and comfortable conditions under which pupils and teachers have to work."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Work above that of Grade VIII is being taught this school year in ungraded schools as follows: Grade IX in 35 schools; Grade X, 9; Grade XI, 2. While there is no doubt that many pupils, who receive the advanced instruction in the district school, would be deprived of same, unless it were available in this manner, it is questionable if the practice should not be discouraged rather than encouraged, by way of an additional grant. My observations have been that it is a great source of trouble in a rural district. The parents of pupils who are benefitted are in favor of it, irrespective of the conditions or the inspector's opinions, while those whose children are in the public school grades are quite convinced that they are neglected for the sake of those taking the advanced instruction. While the time the teacher has to devote to these advanced pupils is, of a necessity, limited and the teaching more or less of a superficial nature, I cannot help but conclude that this indifferent teaching has its good points, as it develops a more independent and self-reliant spirit in these students. I must say that I admire the spirit of these boys and girls who are ambitious enough to achieve one or two years of high school instruction under somewhat adverse conditions.

"Four rural high schools are operating in this inspectorate as follows: Rockyford, Dalemead, Kathryn, and De Winton.

"The last of these was only organized in the summer of 1930, but school was opened in temporary quarters at the beginning of the fall term. Since then a fully modern one-room high school has been completed, and was occupied at the beginning of the new year.

"I am convinced that the rural high school comes the nearest to solving satisfactorily the problem of a secondary education for boys and girls of rural districts. No doubt such a scheme has its disadvantages, but the fact that it affords advanced training for all of the pupils in the district, without their having to leave home, outweighs, in my opinion, all of the arguments against this type of school. I know that the Department favors these organizations and a munificent grant is paid, but in spite of this, such proposed districts are very strenuously opposed by those who would not be directly served by this type of school."

INSPECTOR J. A. MacGREGOR, B.A., Calgary Rural.

"The town of Hanna is operating nine rooms for elementary work and three for secondary work. At the beginning of the fall term they cut down the staff by one teacher and closed one room which was doing elementary work. All of these rooms are fully modern, and they are staffed by efficient teachers. The city of Drumheller is operating twenty-eight rooms devoted to elementary work and six for secondary work. About fifty per cent. of their elementary classes are housed in modern rooms; the remainder are in cottage schools. A splendid type of work is being done by the teachers in this district. There are twenty-eight village rooms devoted to elementary work, and the type of instruction being afforded is a satisfactory standard."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The number of ungraded schools giving instruction to grades above the eighth varies very little from the record of the previous year. Some 42% of the rural schools have undertaken this responsibility. The extent of this practice in the rural schools must of necessity vary with economic conditions. It is to be expected that with the return of better times many of those desiring advanced instruction will be provided for in larger centres. The opening of three new two-room schools has made possible more extensive secondary education in these new centres.

"The type of instruction given to pupils above the eighth grade in rural schools is not broadening in effect. The demand upon the teacher's time is too great, and frequently the progress of the whole school suffers as a result."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Forty-five schools have applied for permission to teach Grade IX work and five to teach Grade X. This is about the same proportion as last year. It appears to me good policy to encourage this advanced instruction, and permission is refused in very few cases. The tendency of the teachers is to attempt too many subjects. As a rule, a maximum of five subjects is sufficient for the average pupil in Grade IX in a rural school. The subject which receives most attention is algebra. General science is taught without apparatus of any kind in the majority of rural schools. The text is not used at all in some schools, and merely for reference in others, while an unauthorized manual is the main source of information in by far the majority of schools. Surprisingly, the results in this subject are good. Composition is slighted; history is poorly taught, and left largely in the care of the pupils. Teaching of literature ranges from fair to good. It is my policy to advise boards and teachers that Grade IX should receive, during school hours, no more of the teacher's time than the other grades, otherwise it would get the lion's share of the time. Most teachers are willing to do an hour or half-an-hour special work with Grade IX out of school hours, especially when they receive the full amount of the grant, as most do. I invariably take the opportunity, when visiting this type of school, of suggesting devices and methods for carrying on the work of Grade IX or X without prejudicing the interests of the other and more important grades."

INSPECTOR D. M. SULLIVAN, B.A., High River.

"The demand for instruction in grades above the eighth has been greater than ever. At the present time approximately 50% of my ungraded schools are attempting to meet the needs of one or more high school grades. This, however, has not created any unusual problem, as the enrolment of many rural schools has diminished."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"As the quality of the teaching continues to improve, and as continued operation has become the rule and attendance more regular, a larger proportion of the children complete the work of Grade VIII. In fact, there are few schools that do not have children pass the entrance examination each year.

"If these pupils are near a village, town or consolidated school, they are easily provided for. Otherwise they must discontinue their studies or take Grade IX work in the rural school. Few parents care to send their children to a distant school, or are financially able to do so. Accordingly, unless the rural school is a heavy one I agree to their attendance there, but impress upon their minds the necessity of individual effort. I find that where the proper spirit is present on the part of both teacher and pupils, much good work may be done without causing any injustice to the public school pupils."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"I have now 15 two-teacher schools in the inspectorate. These have an enrolment of from 50 to 80 pupils. These schools attract capable teachers, who have proved their ability in rural schools.

"The work attempted extends from Grade I to Grade XI inclusive. I find that it is possible to do this work under favorable conditions, but

it is preferable not to attempt Grade XI work in one of these schools if it is possible to make other arrangements.

"The presence of the second room has an encouraging effect on the pupils as a whole. The parents also become more interested and ambitious, and therefore more helpful, in furthering educational effort.

"There are eight consolidated schools in this inspectorate. One is only a one-room school. Three are two-room schools, and were taken into consideration under the heading of two-room schools. One has three teachers, two have six each, and one has seven. The last four resemble village and town schools.

"In 1929 the Barons School Board put on a motor van, and found it very serviceable and economical. This fall they purchased four additional motor vans, and these have proved highly satisfactory during the past four months. Barnwell put on one motor van in September as an experiment. The extension of this service will be discussed at the annual meeting. Coaldale purchased a motor van for the longest route. To date it has been found a satisfactory and economical way of getting the pupils to school. The children are only a half-hour or less on the road, and reach the journey's end in good condition for the day's work. Another year will probably see a more extended use of this mode of conveyance. Retlaw and Enchant permit farmers to drive their horse vans for periods sufficient to pay their taxes, if they wish to do so."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"In forty of the one-room schools in this division, instruction in grades above the eighth has been provided and authorized during the year. Twenty-eight of these provided instruction for Grade IX only; six for Grade X only; five for Grades IX and X; and one, with small total enrolment, for Grades X and XI.

"At the beginning of the fall term it became evident that economic conditions were causing more parents than formerly to request that such instruction should be given in the one-room schools; more parents than in previous years felt unable to meet the expense of having the pupils leave home to attend high school in the larger centres.

"The majority of the Grade IX pupils who wrote on the June examination was successful in passing in a good average number of units; those writing on Grade X examination were only moderately successful. In a few schools where pupils in Grade IX or Grade X attend, and where there is a total enrolment of over twenty, the attempt to carry on high school instruction is not completely fair to the junior pupils, the high school pupils, or the teacher; the justification for having the high school work attempted under difficult circumstances lies in the fact that otherwise the pupils taking it would otherwise have no opportunity of proceeding beyond Grade VIII."

INSPECTOR H. C. SWEET, B.A., Foremost.

"The number of schools giving instruction in the grades above the eighth continues to increase. Most experienced teachers who have not become too fixed in their outlook and methods are capable of directing the first year's work of the high school, and in many cases make a success of the first and second year's work. Except for the laboratory work, which is not feasible in the ungraded school, the pupil in this type of school is possessed of most of the advantages which are in the possession of the student attending the larger high school."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

F. —OFFICIAL TRUSTEESHIPS.

In certain parts of the Province it is still a problem to find ratepayers who have the necessary qualifications to act as trustees. This problem presents itself in the drought-affected areas in the south and the newly-settled parts of the north. As a rule, the school inspector has to add the duty of official trustee to his already

burdensome routine. The following extracts indicate the nature of the work involved.

"These are four in number. In one, Torun No. 4483, I hope to have a school board shortly elected. In the others it would appear that they must be supervised directly by the Department for some time longer."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"One official trusteeship only was held for the fall term, viz., Rodgers Chapter No. 3159, in which there have not been enough children for the operation of a school for some years. The district levies a small tax each year to provide for the fees of children sent to an adjacent school and to apply against operation of a school which may be necessary in the future."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Six official trusteeships were held by me at the beginning of the year. Two of these were relinquished, but four others were taken over, raising the present total to eight.

"A great deal of time is taken up in administering the affairs of these districts, so that it is only in urgent and necessary cases that it is recommended that an official trustee be appointed."

INSPECTOR J. L. GIBALT, B.A., St. Paul de Metis.

"At present I have only two official trusteeships.

"The Public Utilities Board will not allow the management of one of them to go into the hands of a board until the debenture debt is fully paid.

"The other district of which I have charge has contentious elements in it, and a large meeting of the ratepayers decidedly refused to elect a board of trustees."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"For various reasons seven districts are administered by an official trustee. In five of these this is necessary on account of the fact that there is not a sufficient number, qualified as to citizenship, to act as trustees. However, in Namaka Farm S.D. No. 4249, which is settled by a superior type of Russian Mennonites, most of these residents have applied for British citizenship, and as soon as this has been granted, which is expected early this year, there would appear to be no reason why this district should not be handed over to a local board."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"Of the twelve official trustee districts two are operating, seven operate under Section 208, and in three there are no children. In the main, these schools are in outlying districts with weak taxing facilities, and during the year every effort has been made to see that the children of school age were accorded all possible educational advantages."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"At the beginning of the year I was official trustee for 21 districts. During the year one of these was disorganized, and I am still official trustee for 20.

"There appears to be no possibility of reducing this number. Nine of these districts are Hutterite districts, with no one qualified to act as trustee. Three districts could secure school boards, but are very unwilling to do so. Diamond City presents a very difficult case. The other districts are quite unable to secure school boards. The official trustee work requires the spending of much time, though the work is now in such good condition that the loss of time is reduced to a minimum."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"At the first of the year there were twenty official trusteeships in the inspectorate; election of one board of trustees was effected in March, and in the same month one of the districts was disorganized; during the

fall term I was appointed official trustee of three more districts, so that the number of districts of which I am official trustee at the end of the year is twenty-one. In one of the districts for which I have recently been appointed, I expect to be able to secure election of a competent board of trustees at the annual meeting of ratepayers in January; in two others, the ratepayers will be urged to elect trustees at meetings later.

"In eleven of these districts the schools are in operation, with one of these a two-room school. In eight of the districts co-operative arrangements with adjoining districts are in effect, while the other two have no school population. Six of these districts are now grouped with one secretary, three with another secretary, two with another, while the remaining ten have individual secretaries, usually resident in or near the districts. The affairs of these districts require continual attention by correspondence and by occasional visits to those operating schools, and to some of those co-operating. The financial affairs of these districts continue to show a general improvement; balances payable on loans made to the districts by the Department now remain at six only; payments have been made during the year on four of these balances, and there is prospect of retiring two completely in 1931. The reason for the majority of these districts remaining official trusteeships is the lack of qualified persons to act as trustees. Attention to the affairs of these districts is given, so far as is possible, in conjunction with inspectoral duties in these and adjoining districts. Nine annual meetings were held in 1930. During the year a total of thirty-one days was occupied with duties as official trustee."

INSPECTOR H. C. SWEET, B.A., Foremost.

"The number of districts under the administration of the inspector as official trustee still remains too high. The greater number are obviously districts in the last stages of dissolution, without ratepayers, without children, in some cases without funds. In very few cases are there other reasons for carrying on the affairs of the district. It has been noted that in cases where there are sufficient ratepayers to elect a board, the ratepayers refuse to do so, finding it much easier to have the inspector shoulder the responsibility.

"In the districts under the official trustee every child has the opportunity of attending school."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

G.—SCHOOL FAIRS, MUSICAL FESTIVALS AND CONVENTIONS.

School fairs in 1930 were very successful. Ideal weather prevailed and keen interest was shown by children and parents.

In several inspectorates musical and oratorical festivals have been held, in some cases for a number of years. Reports on these indicate that they are extremely well patronized and that there is difficulty in accommodating both contestants and audiences.

Fall conventions were held on the Thursday and Friday preceding Thanksgiving. Most inspectorates held their own conventions, but it is usual for those bordering on Edmonton and Lethbridge to combine for this purpose. In the same way, Hanna and Oyen inspectorate co-operated. These local conventions were found to be of great value, and are highly spoken of by both teachers and inspectors. In all cases help was sent out from the Normal schools, which was universally appreciated.

A few inspectorates hold local trustees' conventions.

"The sixth annual musical festival of the Peace River country was held in the town of Peace River on May 22nd and 23rd, with an entry list showing nearly double the number of competitors of any previous year. Growth of interest has been very rapid, and a revision of plans

is being considered to afford more effective management, either by dividing into two festivals or by holding elimination contests."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"About fifty rooms participated in the five school fairs of the inspectorate, and considerable satisfaction was expressed where adequate time had been allowed for preparation. The children themselves are very interested, and the thoughtful teacher is able to use the school fair interest in the motivation of the regular work of the school.

"With regard to the question of giving cash prizes. It is contrary to the regulations of the Amateur Association of the Province to offer money for competitions of an athletic nature, and I believe it would be well to follow these regulations in all competitions amongst children. The young pupils take more pride in the possession of the 'red tickets' than in the money paid to them, while small cash prizes do not mean much to the older pupils. The presentation of medals, books and sport equipment should draw keen competitions and at the same time provide more lasting awards than money.

"The fall convention was well attended; eighty-four teachers registered, and considering the distances travelled, this registration was very high. In an attempt to stimulate interest and discussion, much emphasis was given to short addresses and group meetings. As many as twelve teachers gave addresses or presided over meetings, and this part of the convention proved very interesting and beneficial. Yet, main attention was focussed upon two addresses given by G. M. Dunlop, of the Edmonton Normal School; they were stimulating and practical, providing specific suggestions which a teacher could carry back to her class-room."

INSPECTOR GEORGE L. WILSON, B.Sc., Peace River.

"The convention held November 6th and 7th in Grande Prairie was an unqualified success. Nearly one hundred teachers were in attendance.

"The Department sent a representative to Grande Prairie as well as to Peace River this year; formerly one man had supplied for both points. This year's arrangements made for much greater service and satisfaction.

"Excellent discussions followed such papers as 'Primary Work,' 'The Course of Studies,' 'General Science in Grade IX.'

"The problem of securing the participation of the convention attendants is still largely unsolved, it would appear. Question boxes, discussion periods and group organizations have been tried with varying success. It appears to me that topics on which papers are to be given must be selected for their value and their wide appeal and must be in the hands of the teachers for some time before the meeting of the convention. Having those in attendance somewhat, at least, familiar with the ground to be covered by the convention, will aid participation."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"The fall convention was held in conjunction with the inspectorates of Westlock, Onoway, and Edmonton Rural.

"The convention was large in numbers, which prevented the teachers of this division becoming acquainted with one another or permitting the inspector to become acquainted with the teachers of the division. It also reduced the possibility of participation by the teachers in the programme and discussions of the convention.

"The holding of a convention for the Athabasca inspectorate alone offers several difficulties. There are four regions much isolated from one another, and it is impossible to find any central point for gathering. Single day meetings in three points might be of value, or a convention in Edmonton of the inspectorate alone, if it were previously determined that enough would attend to make it worth while."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"A two-day teachers' convention was held in St. Paul in the fall of the year, at which, in spite of unfavorable road conditions, over 60% attended. The teachers appeared to be quite well satisfied with the

programme presented, and asked that the fall convention be held here again in 1931. This was the first convention to be held in St. Paul since 1926.

"A trustee convention was called at the same time as the above, at which a Trustees' Association was formed. The convention is to become an annual affair."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"The school fairs were held during the month of September in Barrhead, Legal and Morinville, and very good exhibits in school work were noted. While the number of exhibits in each entry is not appreciably increased, the quality of the work is steadily improving, and evidence of outstanding ability is often noted in particular phases of the work prescribed. Parents continue to follow the contributions of their children, and all three events were well patronized.

"A joint convention of the Onoway, Athabasca, Edmonton Rural and Westlock inspectorates was held in Edmonton on November 6th and 7th, and 437 teachers were enrolled. Of this number, 114 teachers were from the Westlock inspectorate, representing 76% of the teaching personnel of this division.

"The programme was varied and interesting, and the teachers have expressed themselves as having profited by the deliberations during the two days. The executive spares no efforts to relate the programme to actual teacher problems and to so vary the numbers so that the greatest number will profit by the deliberations."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"Seven school fairs were held during the fall term. All were eminently successful from the viewpoint of attendance and exhibits.

"A teachers' convention was held early in November with about 115 teachers present. Outside assistance was given by Dr. Dickie, of the Edmonton Normal School staff, Prof. Adams of the University of Alberta, and Mr. Hughes of the Edmonton Public School staff. The teachers took a live interest in the addresses and the work of the convention generally.

"A trustees' convention was held on the afternoon of November 18th, at which the Chief Inspector and Mr. Clarke of the Provincial Trustees' Association were the main speakers. The chief subjects discussed were Inspection and Supervision, Financial Problems, and the working of the Attendance Act. About forty trustees were present."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"The school festival organized here five years ago has established itself permanently in this inspectorate. It is considered the 'Children's Day,' and up to the present we have found it impossible to secure a hall large enough to accommodate all desiring to attend, even in spite of the admission fee of 75c.

"Over six hundred contestants were registered for the 1930 contests. Three adjudicators had been engaged, but at the last minute it was found that Mr. Vernon Barford, A.A.G.O., would require assistance to adjudicate all the music contests, and Mr. S. T. J. Ellerton, of Vegreville, helped him with rural choruses and action songs."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"School fairs were held this year at Sangudo, Onoway and Peers. These fairs were well attended by both old and young, and considerable interest was manifested in the exhibits. In the school work, penmanship and composition were the subjects deserving of special mention.

"The joint convention of the Onoway, Westlock and Edmonton Rural inspectorates was again held this year in the city of Edmonton. The half-day demonstration by one of the teachers of her method of teaching and handling an ungraded school was very favorably commented upon by all teachers present.

"The presentation of the Geography of Chile by Mr. Hilton, of the Edmonton Technical staff, was a revelation to many teachers. No amount of lecturing by Normal School instructors, nor criticisms or suggestions by school inspectors, could have accomplished in the same space of time what was accomplished by Mr. Hilton through his manner of handling this topic.

"Mrs. Sunley, of Wabamun, gave a paper on combining grades in the ungraded school. This paper was along somewhat different lines from those being followed by others who have been attempting to find a solution for this problem. It was such a paper as could only come from a teacher of mature judgment and long experience in ungraded schools.

"Taken all in all, the 1930 convention was one of the most profitable and one of the most successful conventions ever held by the joint inspectorates."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The interest in school fairs is on the up-grade in this territory; three centres held fairs in September, and in every case the exhibits were more numerous and of better quality than in previous years.

"With the assistance of Mrs. M. A. Smith and Mr. A. L. Doucette, of the Edmonton Normal School staff, and Mr. C. Lionel Gibbs, M.L.A., of Edmonton, a very pleasant and instructive time was experienced at the fall convention of teachers. Many excellent papers were given by teachers in the grade sections, and a social evening was spent at a banquet and dance, Mr. C. L. Gibbs making the speech of the evening, which was well received."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"School fairs were held at Hay Lake, Round Hill, Camrose, Tofield and Wavy Lake. The number of school districts participating in school fair centres varies year by year because of local conditions. Usually from 4 to 13 districts are associated at each centre in this enterprise. The number of exhibits is subject to variation also. There is uniform progress in the betterment of the quality of the exhibits. While the quality of school work is, in general, gratifying, there should be larger exhibits of this type of work.

"A school festival was organized and conducted in this inspectorate for the first time in 1930. This festival is distinctly a project of the teachers' convention, and is sponsored and controlled by the teachers and school boards of the inspectorate. All awards such as cups and medals offered for competition were provided by the school boards and teachers' organizations. Some 800 to 900 pupils were present in Camrose on May 23rd, participating in this festival.

"It is the expectation of the convention committee, in charge of the festival, that the 1931 festival will equal, or surpass, the very successful one of 1930."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"Four school fairs were held during the fall in this inspectorate, at the following centres: Sedgewick, Hardisty, Amisk and Edgerton. Everywhere keen interest was displayed by parents, school pupils and school officials in the exhibits. A pleasing phase noted was the large number of entries in practically all classes, indicating that large numbers of pupils had taken an active part in the preparation of exhibits of all classes. Undoubtedly these fairs have a very beneficial influence on the school work, encouraging pupils throughout the year to better efforts.

"The fall convention of the Wainwright inspectorate was held at Wainwright November 6th and 7th. Seventy-five teachers registered, which represents 50% of those employed in this division. While this is not as high a percentage as I should like to report, others, to considerable numbers, attended outside conventions nearer home or more conveniently situated.

"The very valuable help given us by the services of Mr. Newlands and Mr. Hedley, of the Edmonton Normal School staff, was much ap-

preciated. Local teachers contributed considerably by giving papers and leading discussions.

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The usual teachers' convention was held on the Thursday and Friday preceding Thanksgiving Day. Over one hundred teachers were in attendance. Each and all expressed themselves as highly pleased with the programme.

"The trustee convention for the Stettler inspectorate was held on the first day of the teachers' convention. While the attendance was small, all were interested in the addresses and discussions."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"Seven successful school fairs were held in the Red Deer inspectorate in 1930. The latest association to fall in line was Rimbey. There may have been some falling off in the number of rural schools taking part. This is due in some measure to the advantages which the village children have in the preparation of school exhibits. It is unfortunate that the rural districts take this view because they have manifest advantages in the preparation of garden and stock exhibits.

"The fall convention of the Red Deer Teachers' Association was held in Red Deer at Thanksgiving time. Over 100 teachers were in attendance, and expressed themselves as having gained a fund of useful information. The programme was varied in nature. There were demonstration lessons, lectures by Normal School instructors, and talks by teachers on phases of public school work."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Conventions were held at Provost and Coronation this year. Both were well attended. The programmes were interesting and instructive. Lively discussions following quite a number of the papers showed a keen interest on the part of the teachers.

"The instructors from the Normal schools helped greatly at these conventions."

INSPECTOR W. E. FRAME, M.A., Coronation.

"The sixteenth annual convention of the teachers of the Olds inspectorate was held on the 6th and 7th of November. Over one hundred teachers were present at what was considered one of the best conventions we have had.

"A liberal amount of time was given for discussion at all times, and many teachers availed themselves of the opportunity of discussing some of their own peculiar problems."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Successful school fairs were held at Strathmore, Carseland, Red Deer Lake, De Winton, Langdon and Shepard and Forest Lawn. At each of these the enthusiasm displayed, not only by the pupils, but also by the parents, would indicate that the value of a school fair is fully appreciated at these centres.

"A very successful convention was held in Calgary on November 6th and 7th, at which two hundred and eighty-seven teachers were enrolled, of whom one hundred were from other inspectorates.

"While the success of the convention was due largely to the assistance given by members of the Calgary Normal School staff and others interested in education, the enthusiasm of those in attendance and the animated manner in which they participated in discussing the various topics were, however, responsible for making the convention a real success."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"The Hanna and Oyen inspectorates held a joint convention at Hanna, as was the case last year. The attendance was not as large as the previous year, about one hundred and seventy-five delegates registering. A splendid programme had been prepared by the executive with a view to

providing something of real worth for the teacher to take back to her class-room. A very considerable contribution was made by the Normal School instructors by furnishing concrete material for the teachers.

"It was decided at this convention that a part of the surplus funds of this joint convention should be used to establish a teachers' reference library for the two inspectorates. The sum of one hundred dollars was therefore set aside with which suitable books are to be purchased. This library is to be situated at Hanna, and is to be under the charge of the convention secretary for the year. Each school is to be furnished with a list of the books on hand, and a teacher may secure any copy available by writing to the secretary."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Three very successful school fairs were held in September. In all some forty districts competed. Competition was keen and the number of exhibits far exceeded those of any previous year. The fairs were largely attended. The interest in this work is growing rapidly, and parades, physical training and other feature competitions are becoming yearly more interesting and attractive. The school work exhibits were especially good, thereby doing much to emphasize a standard of accomplishment as a guide to teachers and pupils in the work of the future."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"During September and October good school fairs were held at Gem, Travers, Milo, Standard, Chancellor, Hussar and Brooks. Five of these exhibitions have become so large that it has been found necessary to devote two days to each of them.

"Year by year the competitions are becoming keener and the competitors, including both pupils and teachers, are much more critical of the judging. It would appear good policy, therefore, for our Department, in view of the necessity, to provide more judges so that the judging need not necessarily be hastily done.

"From the viewpoint of the educational and social influence of the school fair, it may be considered a very important part of the provincial educational system and worthy of special encouragement."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Another successful convention was held in High River, Thursday and Friday, November 6th and 7th. One hundred and forty-five teachers were in attendance. We were honored by the presence of the Hon. Perren Baker, Minister of Education, and Hon. Geo. Hoadley, Minister of Agriculture, who addressed the gathering. Messrs. McCalla and Loucks, of the Calgary Normal School staff, gave addresses on professional subjects, and contributed to the discussions following their own and other papers.

"The holding of fall conventions on the two days preceding Thanksgiving and making it possible for Normal School instructors to be available for the sessions, is an excellent practice and should, in my opinion, be continued."

INSPECTOR D. M. SULLIVAN, M.A., High River.

"In the month of September, twelve school fairs were held, eight of these at the points where fairs were held in 1929 and four newly organized fairs at Wrentham, Foremost, Bow Island, and Etzikom. I attended ten of these fairs, while the exhibits of school work at Bow Island and Purple Springs were judged by Inspector F. S. Carr, of Medicine Hat.

"The fairs were uniformly successful. At eight the numbers of entries exceeded five hundred, with the largest number of exhibits in a single fair above nine hundred at Manyberries. Pupils and teachers had taken an enthusiastic interest in preparing for the fairs. At five of the fairs contests in physical training and singing were held, and at two contests in public speaking.

"The reconstruction of the school building at Etzikom provided a more conveniently located meeting-place for the institute, at which the

attendance showed a marked increase over that at a similar institute held at Manyberries the previous year. The programme included observation of lessons in the two class-rooms, and several valuable discussions. Inspector F. S. Carr, of Medicine Hat, again assisted very helpfully at this institute."

INSPECTOR H. C. SWEET, B.A., Foremost.

"As usual a fall convention was held at Medicine Hat. The members of the association were fortunate in having Dr. Sansom and Mr. McKerricher from the Calgary Normal School to assist with the programme. For the second day of the convention the programme was made to centre about the special attainments of the men from the Normal School. We find this plan of great value, and hope that these men have been able to get something of use to them in their work or their outlook on teacher training.

"We believe that the visit of these teachers from outside the division quickens interest in several ways; to the older teachers new ideas are brought, to the young teachers there comes a renewal of the associations with their Normal School training, and all profit by rubbing shoulders with people from outside with a different viewpoint. The local association feels that the work of the convention should not be limited to a few days in the fall, and plans to bring in some speaker for an evening in the spring term."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

II.—EVIDENCES OF PROGRESS AND PROSPECTS FOR 1931.

There are certain substantial particulars in which inspectors consider that progress was in evidence during the year. Briefly these are:

- (1) A marked disposition everywhere to extend the period of operation.
- (2) Increased and very general demands for advanced instruction.
- (3) A high attendance percentage.
- (4) A marked improvement in the quality of the instruction afforded.
- (5) A good attitude on the part of trustee boards.
- (6) A noticeable decrease in the number of teacher changes.

These features are discussed in considerable detail in the following excerpts.

In addition, somewhat lengthy references are made to the prospects for the year 1931. There will require to be a careful husbanding of school resources if schools are to be kept in continuous operation throughout the school year. In some instances it may be necessary to shorten the period of operation. There are, however, in the face of all the adverse and discouraging conditions to be met, certain very evident and quite forceful compensating factors. There is a new and expressed appreciation of the value and importance of education not ordinarily in evidence, and a corresponding determination to continue the service and keep it up to a good standard if at all possible. There is a good supply of the most capable teachers, and a tendency for the more efficient to find places in the schools. The general disposition is to remain longer in the same school. Pupils attend more regularly, and there is an evident extension of the school life of the average student.

While school boards have more limited funds, the interest in the school has improved, and attention is being directed to the making of improvements in the school service, of the kind which are effective though calling for a minimum demand upon the school district treasury.

"The development of the country and growth of settlement has increased the number of organized school districts by over 25%. At the same time available homestead lands in former districts have been filled, promoting greater stability in these districts. Hence, some of the weaker districts have gained in financial strength, and have been able to increase their terms of operation or add to their school equipment."

INSPECTOR GEORGE L. WILSON, B.Sc., Peace River.

"A general attempt to reduce expenditure to the minimum, doing away with the less essential; the need of making real sacrifice that education may be enjoyed; the growing belief that our schools should be Government administered, especially in matters financial—these appear to be the chief evidence of advance.

"Advance can scarcely be measured for 1930 in terms of ambitious building operation, although the division is not without these, instance a nine thousand dollar school in the village of Wembley. Nor can it be shown in the numbers of new districts being formed, for these do not represent the full requirement, although there are some fourteen attempting to organize at present.

"If hard times show us that the work of the schools can not be disregarded in spite of its burden—1930 will leave its sign of educational progress.

"The outlook for 1931 is one of some retrenchment. It appears impossible for several of the weaker districts to secure a maximum operation of their schools, but they will secure varying amounts approximating this more or less closely.

"Until school debentures can be sold the outlook for districts requiring school buildings is not bright. Buildings of any sort are usually such in a new district that it is impossible to secure temporary quarters for a school that would begin to solve the difficulty."

INSPECTOR D. J. W. Oke, M.A., Grande Prairie.

"Outstanding evidences of progress and advancement: Progress is chiefly evidenced in the organization of new school districts. Ten districts have been erected in the division during the year. Three new districts have begun operation for the first time. Several have buildings under construction, or are making preparations to build early in 1931. Eight districts are in process of formation.

"The prospect for next year is not too favorable. It may see the curtailment of operation to some extent to prevent the accumulation of debt in districts which cannot finance. This will react adversely on the standard of the schools, but it would appear better to reduce operation in some cases to eight months, the period of the special grants, to keep the districts from becoming involved to such an extent that in a year or two an extreme situation would have to be faced such as at present prevails in a few districts in the inspectorate.

"As far as operation is possible the outlook is good, for the over-supply of teachers and consequent desire to retain positions will lead to many more teachers retaining their schools for two years. It also means that the better teachers are retained for the positions, the poorer ones being unable to meet competition."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"With the extension of cultivated areas and better financial conditions resulting therefrom, operation in rural schools is becoming more standardized. The effect of this has been to raise the quality of work being undertaken in these schools.

"A number of fine new school buildings were erected during the year."

INSPECTOR J. L. GIBault, B.A., St. Paul.

"During 1930 there has been little activity in school district organization and in additions to existing schools, but the number of rural districts that operated regularly has appreciably increased. For the first time in the history of the inspectorate, and possibly of the Province, the supply of teachers far exceeded the number of schools.

"For the coming year it is not probable that extensive developments will be undertaken, but educational endeavor will centre on the consolidation and maintenance of services already established. Reports do not indicate that the schools will be closed. However, the present scale of salaries is the subject of much discussion, and downward revision has been considered by a number of school boards. In the best years, the remuneration of the teachers in the rural schools has not been adequate to prevent the steady gravitation of the best instructors to the urban centres or the other professions, and it would be a serious deterrent to continued educational progress in the country if, immediately following the economic depression, the teachers were singled out for heavy salary reductions during the school year."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The outstanding evidence of progress in this division is the improvement in the number of schools operating throughout the year and the sufficiency of the supply of teachers."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"All schools were in operation for the ten month period as required by The School Act. The winter vacation of two, and sometimes three, months has been discontinued.

"Another evidence of progress is the large number of students enrolled in the high school departments.

"If all these additions materialize, sixteen new departments will be opened in this inspectorate by September, 1931, making a total of two hundred and eight departments for this division—ninety-five public school rooms.

"Remodelling of old schools so as to provide rural pupils with all sanitary facilities is also on the programme for 1931. Many rural trustees desire the best of facilities for the children in their care, and under normal conditions will go the limit of their power to supply these. Stucco finish for schools is also finding favor in many quarters. When put on by experts it proves far more economical than the periodical painting jobs so often inefficiently done on rural schools. Besides, under expert draftsmanship the finished jobs produce a very pleasing effect."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"The following buildings have been built during the year: 2 one-room frame buildings with full basement, 2 one-room frame without basement, 1 one-room log, 1 one-room frame addition to present building.

"Many districts have made desirable improvements to buildings, grounds and equipment.

"One new school district has been organized.

"One new school fair association has been organized.

"It is unlikely that any schools in this area will be compelled to close school, but it is certain that some will require more than the usual amount of assistance. The collecting of taxes by the municipalities should prove of material assistance to many districts."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The average percentage of monthly attendance of pupils is the highest this year in the history of the Province.

"The number of Grade VIII pupils is on the increase. The number in the Province who passed Grade VIII in 1930 was 875 greater than in 1929.

"There has been a decided increase in the number of pupils from the rural districts who have succeeded in passing Grades IX and X.

"There is considerable interest among the rural people in the subject of the rural high school. It is quite a common topic of discussion at rate-

payers' meetings. Only one such high school has been organized in this inspectorate, and Grades IX, X and XI are taught. The facilities provided by this school are appreciated by the people who support it.

"Outlook for 1931: At the present time the outlook for 1931 is not at all promising. The slump in the grain market has resulted in placing many of the farming people in the position of not being able to meet their liabilities.

"In many districts very few have been able to pay their school taxes for 1930, and while most of the schools in the inspectorate are at present operating, I am looking forward a few months, when I am confident that unless the districts get aid from some source they will be unable to continue in operation."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Other years have certainly offered more promising prospects than 1931, viewed from the end of 1930. Wetaskiwin inspectorate, however, has this advantage—it comprises a part of the Province which is to a great extent self-contained. The prompt action of the Minister of Education to assist school districts has done a great deal to relieve many of the poorer districts of anxiety, and the result has been that I have not to date heard of one district closing its school because it feared financial stringency."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The reliability in regularity of school attendance in 1929 was continued in 1930.

"The quality of the services of recently graduated Normal School students as regards organization of school and class work showed a distinct improvement.

"The policy of requiring teachers in training to engage in a period of rural school teaching as a part of their Normal School course is fitting teachers for rural school services.

"During 1930 the length of teaching service periods, resulting from diminution in change of teachers, has reacted favorably in schools, inasmuch as a larger number of teachers have had opportunity to devote a whole year or a year and a half in one school."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The outlook for 1931 is clouded and uncertain, due to the present economic crisis. Should prices of grain increase even to a point where, although not large, the farmer could feel that he was receiving slightly more than the mere cost of production, the prospect would shortly brighten. A sincere effort has been made and a keen desire is present to meet the taxes at the first opportunity, and should this be possible, even to a limited extent, continuous operation of our schools would be ensured, at least in the great majority of cases. In the event that these conditions do not soon improve, many districts will certainly find it difficult to operate continuously, and an appreciable number may find operation impossible on their own resources."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"For a while there were a number of forebodings or rumours of schools not being able to finance operation this coming term, June, 1931. But so far as my information goes, these schools will open by the first Monday in January, 1931."

INSPECTOR P. H. THIBAudeau, B.A., Stettler.

"The best evidence of the progress and advancement was to be found in the quality of the teaching, and that was the best that I have found since 1919. I am basing this statement on the fact that 90% of the teachers in the Red Deer inspectorate were doing average work or better in 1930.

"The outlook for the coming year is bright, apart from the possibility of some schools requiring financial assistance. The super-abundance of

teachers will mean that fewer changes will take place. The knowledge that others are looking for the teacher's place will be an added stimulus towards efficiency. The roads are improving every year, thus allowing better attendance and greater punctuality."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"While it cannot be said that the past year has been one in which there has been outstanding advancement, steady and consistent progress has been made. Schools have been in operation and attendance good. Pressure has not been necessary to secure these conditions as they have been the result of voluntary effort.

"There have been little annoyances caused by persons who desire to make themselves conspicuous, but the tone of the schools has been uniformly good, and the efforts and deportment of the children commendable.

"There may be greater difficulties in the way of keeping schools in operation during 1931 as a result of the financial situation, but efforts will be made to keep school conditions as near to normal as is possible."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"Evidences of progress and advancement—Outlook for 1931: I am confident that few schools will be closed during the first term of 1931, and where they are some arrangement will be made to look after the educating of the pupils. If conditions do not take an upward trend next fall or sooner, the situation will become really serious. However, the spirit of the people is remarkably good under the circumstances."

INSPECTOR W. E. FRAME, M.A., Coronation.

"As in former years, educational progress has been steady rather than spasmodic or phenomenal. As noted above, the schools have operated continually and in most instances with reasonably good progress.

"Furthermore, notwithstanding the present period of financial depression, I believe that most, if not all, of them will continue to operate during the coming year. In what would be called the poorer districts, the people are not confining themselves to growing wheat, and consequently they are not so helpless as those who are doing so."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"On account of the world-wide economic depression, which prevailed throughout the year 1930, the outlook for 1931 is not as bright as one would like to see. However, in this inspectorate at this time there does not appear to be any cause for gloom. As far as I am aware, all schools intending to operate are in operation, and will continue to do so throughout the year."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"The outstanding evidences of progress in the Bassano inspectorate may be summed up as follows:

"(1) A very general desire is in evidence to maintain operation throughout the school year. This feeling has been more apparent in 1930 inasmuch as there have been many inquiries with regard to financing and misgivings as to whether the districts could keep their schools in operation without outside help. The undercurrent of the feeling is an indication of the wish for a good education for the children and the realization of the need of continuous operation.

"(2) As indicated above, there is an increasing inclination for advanced instruction, as will be gathered from the growing numbers applying for high school work in the ungraded and semi-graded schools. Another indication of the desire of parents and pupils for instruction beyond Grade VIII is the interest manifested in some communities for the organization of a rural high school.

"(3) The interest of some communities in their school fairs and the social and educational influences in connection therewith is good evidence of progress in the right direction.

"(4) The improvement in the quality of instruction, due largely to a more settled state of mind on the part of the teachers and more permanency in holding positions, is worthy of special mention."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"The outstanding achievement in this inspectorate during the year was undoubtedly the operation and construction of schools in the Turner Valley S.D. No. 4039. In November, 1929, just a little over a year ago, I was appointed official trustee of the newly amalgamated school district of Turner Valley. This large district, consisting of about seventy square miles of territory, takes in practically the whole of the area in which are exploited the oil and gas resources. Formerly there were three complete units in this territory, and when the amalgamation was effected parts of two other districts were added. By the beginning of the year 1930 an adjustment had been made of the assets and liabilities as between the five districts, and the task remained of making an assessment over this huge area. At the same time, educational facilities had to be provided for a school population which had increased more than a hundred per cent. over the previous year. The resources of the Government were placed at the disposal of the district; complete access to records in the Land Titles Office and offices of the Federal Government was freely accorded, and the task of making valuations was to that extent simplified. When it is realized that a total sum of nearly ninety-six thousand dollars passed through the hands of the secretary-treasurer of the district during the period January 1st-December 31st, 1930, the magnitude of the undertaking will be visualized. I spent ninety-six days during the year on duties associated with the official trusteeship of the Turner Valley schools, and would have been unable to make the decisions required or obtain the information needed had it not been for the assistance and co-operation of the Chief Inspector, who made many visits to the district and loaned the district the services of experts in financial, legal, professional and technical matters. The assessment was finally completed in April, and a rate set of ten mills on farm lands and 14 mills on realty. The total assessed value of the district was slightly over seven million dollars, this huge sum representing the value, in large part, of the property of oil and associated companies. About two-thirds of the taxes have been collected, and all schools built during the year have been paid for. The building programme was an ambitious one, comprising the construction of three new schools of five rooms, four rooms, and two rooms in Black Diamond, Turner Valley and Hartell respectively. These schools are all used to full capacity, and the prospects for the future would seem to imply a further expansion very soon. The schools in Turner Valley compare favorably with the best schools elsewhere in the inspectorate. All grades are taught from one to twelve; discipline and pupil progress are excellent. Musical instruction is offered twice weekly, and through the co-operation of the Department of Public Health a full-time nurse has recently been engaged by the school district."

INSPECTOR D. M. SULLIVAN, B.A., High River.

"While the prospects for 1931 are far from bright, this section of the Province has, so far, shown very little sign of distress. There have been no real crop failures here for many years, with the result that the most of the districts were on a good financial footing when this year's slump came. The credit of the great majority will be good at the banks for some time yet."

INSPECTOR CHAS. C. BREMNER, M.A., Macleod.

"All schools in this inspectorate have now grown accustomed to operation for the complete school year. The people have come to look upon this as most desirable, in fact as essential to the real progress of the pupils. Attendance is regular. Pupils are seldom kept out of school to work, except for an occasional day of special need. Sickness and stormy weather keep a few away, but the monthly percentage is frequently between 90% and 100%."

"As a result of the above-mentioned circumstances the number of retarded or over-age pupils is becoming smaller, and a larger percentage

is reaching high school standing. All through the public school course the aim of passing the Grade VIII examination eventually is kept in view. All who are interested in education are well satisfied with what is being accomplished in the public schools at present."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"Improvement in operation of schools: In three recently organized districts, class-rooms were in operation for the first time. In three other districts where the schools had been closed previously the schools were re-opened. In several districts the operating period was longer than that of the previous year. Provision for co-operation of districts in which the schools were closed were complete; 32 districts made co-operative arrangements, as compared with 25 in 1928 and 28 in 1929.

"Provision of new building: In the Nemiscam Consolidated district a new two-room building of modern type was erected during the fall term, and has already been occupied. Practically all the expense of erection was met without recourse to borrowing. In the New Dayton Consolidated district a large and architecturally handsome school assembly and community hall was erected by the district. The Elmspring district built a large, modern one-room school and teacher's residence. In the Etzikom Consolidated district the two buildings previously occupied were combined and remodelled to provide two class-rooms of larger size and good type. In the Border district a school building was provided for the first time by moving and improving the building formerly used in the Myrtle Dell district.

"Conditions and prospects at the outset of the new year are undoubtedly less favorable than those which those interested in the efficiency and progress of education have faced in recent years. There would appear, however, to be substantial ground for the hope that the standard of efficiency which has been reached in the past can be maintained through the year; that educational facilities will be provided for the children of this section of Alberta as fully as has been done in 1930; that all the schools which should operate will be kept open, with a minimum number of schools operating for less than a period of eight months; and that, with the prevailing supply of well qualified teachers, intelligent, sympathetic and effective instruction in the school rooms of this division will be general."

INSPECTOR H. C. SWEET, B.A., Foremost.

"A rough measure of progress might be made from the record of the grades attained in the schools during the term. During the year eighty-five ungraded schools operated; of these fifty-five had grade eight in the school; three had nine or ten, but no eight; seventeen had nine or ten in addition to eight. Fifty-eight ungraded schools are conducting departmental examination grades, or 68.23% of the ungraded schools in the division have pupils preparing for departmental examinations, a good indication that the schools are making satisfactory progress. In quite a number of cases boys and girls are returning to school for Grade VIII or higher grades, who have passed the age of fifteen, and frequently pupils over the age of fifteen return to school for the winter months, indicating that the parents are beginning to understand that the people of the coming generation will require considerable education to be citizens of the proper type."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

It is a satisfaction to report progress in the work of the inspection and supervision of schools for the year 1930.

REPORT OF ATTENDANCE BRANCH

(D. C. McEachern, *Chief Attendance Officer*)

ATTENDANCE.

During the year 1930 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 1,893. In 1,360 cases children return to school following these letters. In 58 cases children had removed from the district. In 53 cases sickness was the cause of absence, while in 23 cases the children were either over age or under age. In 4 cases the schools were closed, thus making it impossible for the children to return. In 8 cases the children were exempted for work, and in 30 cases poverty was the cause of absence. One hundred and twenty-three cases required further attention, and in 234 cases reports were not received from their teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 1,107. In 787 cases the children returned to school within the time limit specified. In 27 cases the children had removed from the district. In 16 cases the children were sick and unable to return within the time limit. In 27 cases the children were either over or under the compulsory attendance age, and in 5 cases certificates of exemption had been granted for work at home. In 3 cases the schools had closed before the children returned, and in 5 cases absence was due to poverty. One hundred and fifty cases are still under observation, and in 87 cases reports had not been received.

There were 241 cases referred to the school inspectors for investigation and prosecution. After investigation, 49 prosecutions were instituted, resulting in 44 convictions and 5 dismissals. The inspectors' reports following their investigations showed that in 45 cases the children were back at school. Sickness caused the absence of children in 3 cases, poverty in 16 cases and distance in 2 cases, while 6 children had removed from the district in which they had been enrolled. In 12 cases the children were by the time of investigation over age. In 108 cases up to December 31st, 1930, the inspectors' final reports had not been received.

In the city and town schools The Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 483 final warning notices issued by the attendance officers, resulting in 63 prosecutions and 62 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 53.

The average monthly percentage of attendance for the year ended June 30th, 1930, was 89.35. The average monthly percentage of attendance in town schools during the year for the months actually operated was 92.2, while in the preceding year it was 90, while town, village and rural schools show that of the pupils enrolled,

65.13 attended over 160 days, an increase of 7.83% over the previous year.

The number of pupils enrolled in all grades during the year ended June 30th, 1930, was 168,076, while for the preceding year it was 164,850, an increase of 3,226. In 1929 the percentages are shown to have been 88.22 in the elementary grades and 11.78 in the secondary grades, while for 1930 the percentage in the elementary grades is given at 87.34 and in the secondary grades 12.66.

OPERATION.

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining schools. Agreements for joint operation were made and approved to provide for the education of the children of 174 school districts.

In 30 school districts there were no children to be provided for and no liabilities to be met. Consequently those districts have been during the year under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 56 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. In each of 5 districts there was only one child of school age, in one there were only two children, in 6 districts each 3 children, in 5 districts each 4 children, in 2 districts each 5 children, and in 7 districts each 6 children of school age. In these 26 districts regular provision was not made for operating schools or for joint operation. In some cases the children attended other schools, and in others the parents received assistance through the correspondence course provided by the Department.

Seventy-five new school districts were erected during the year, 25 of which operated schools before the end of the year.

The following table will indicate the progress that has been made during the year 1930:

	1929	1930
Total enrolment of pupils	164,850	168,076
No. of School Districts operating	3,242	3,314
No. of rooms operating	5,345	5,558
Warning Notices issued	1,371	1,107
Prosecutions	55	49
Convictions	50	44
Average monthly percentage of attendance.....	87.28	89.35
Percentage of total enrolment in High School Grades	11.78	12.66
Percentage of schools operating more than 160 days	93.30	95.70

REPORT OF SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

There has been little change in the policy of the Branch during the year. As a consequence, the report must of necessity concern itself with the volume of business done with such comments and comparisons as may serve to make these statistics significant.

About 265,000 individual volumes were purchased during the year. This represented an outlay of approximately \$140,000. Not more than 9% of this business was done with publishers outside Canada. The authorized list contains 143 titles. Less than a dozen of these are purchased outside Canada. These titles represent in nearly every instance books which are not available from Canadian publishers, such as World History, German Reading and History of English Literature.

The following summary shows the grades for which these books are required:

ELEMENTARY SCHOOLS:		Volumes.	Retail Value.
Grade.			
IV		55,396	\$16,981.35
V		26,989	15,791.90
VI		12,372	16,126.40
VII and VIII		40,652	25,649.80
Supplementary Readers		14,674	8,698.60
SECONDARY SCHOOLS:			
IX		55,165	41,644.70
X		30,788	24,832.35
XI		25,600	14,679.70
XII		14,731	14,857.63
Dictionaries—English and French		6,888	3,335.65
		283,255	\$182,598.08

A marked increase is noticeable in the demand for Secondary School text-books. This average increase for all grades is well over ten per cent.

There has been but little expansion in the business carried on with the school boards direct instead of through the local dealers. It will be remembered that any board has the privilege of buying text-books from this Branch on the same terms as the local merchant, provided it is willing to pass the saving, thus brought about, along to the students. Roughly, one thousand school boards take advantage of this provision.

The business of this Branch continues to be carried on to the apparent satisfaction of the dealers. We have over three hundred accounts of this sort, and have yet to receive the first complaint. The provision in the Act which insures that no dealer will be left with unsold stock gives a sense of security which makes for pleasant relations all round.

A month or so ago a provincial library conference was held at the University. One of the topics under discussion was the school library. It was agreed that the executive of the newly-formed Library Association should study the problem of obtaining a more effective plan for getting an adequate amount of reading matter in the hands of the children in the schools and make recommendation to the Minister. This Branch will be very interested and prepared to co-operate with any plan which may be approved. During the past year 331 schools received books for their libraries to a total value of about \$6,000.

The entire business of the year amounted to \$186,352.81, which represents an increase of \$12,000 over the preceding year. The mail order department has shown steady growth, about ten thousand dollars' worth of business being carried on in this way.

DISTRIBUTION OF CANADIAN READERS.

This Branch attends to the matter of free distribution of Canadian Readers to students in Grades I to VI.

During the past year the following quantities have been supplied from this office:

21,654	Book I.	18,172	Book IV.
19,090	Book II.	18,124	Book V.
18,818	Book III.		

REPORT OF DEBENTURE BRANCH

(A. SCOFFIELD, *Manager*.)

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1930

Authorized by the Board of Public Utility Commissioners, 138 Issues.....	\$665,030.00
Registered by the Department of Education, 165 Issues	283,980.00
Registered in 1929, but delivery taken by purchasers in 1930.....	37,000.00
Total amount of debentures taken delivery of by the purchasers during 1930	\$320,980.00

BOND SALES

Sold through the Debenture Branch

2 Town and City Issues	\$ 73,000.00
11 Village Issues	94,500.00
7 Consolidated and Rural High Issues ..	99,500.00
41 V. A. P. Issues	150,000.00
95 Rural Issues	186,380.00
156 Issues	\$603,380.00

Sold direct by School Districts

4 Town and City Issues	646,000.00
160	\$1,249,380.00

AVERAGE RATE AT WHICH DEBENTURES SOLD

City Issues	5.56%
Town Issues	6.08%
Village Issues	6.33%
Rural Issues	6.54%
All Issues	6.31%

REPORT OF BUILDINGS BRANCH

(H. KINGHAM, *Building Supervisor.*)

CONTRACTS FOR ERECTION OF NEW, ALTERATION OR REPAIR OF OLD SCHOOL BUILDINGS IN RURAL, VILLAGE AND TOWN DISTRICTS APPROVED DURING 1930.

DEPARTMENTAL PLANS

The standard plans have been re-numbered as follows: A, B and C represent the three sizes of one-room schools, e.g., 24, 30 and 40 pupils; D represents the first unit of two-room schools, E represents two-room, and F represents four-room. The second letter in the combination refers to the direction the school faces. When odd, the number means that the school is of surface foundation, and when even, that the school has a basement with furnace. Example: CW-1 equals 40 pupil school, facing west, no basement; BE-6 equals 30 pupil school, facing east, with basement and furnace. When R is added, this means that a teacher's residence is incorporated in the same building, as in BSR-11.

STANDARD PLANS

No.	Description.	Quantity Built.	Total Cost.	Average Cost.
Log	Erected voluntarily	10	.....	.....
Log	Erected voluntarily with small capital expenditure	9	\$ 3,340.00	\$ 371.00
Log	Erected by contractors	5	4,122.00	824.40
Lumber	Special, erected voluntarily	3	.....	.....
Lumber	Special, erected by contractors	14	12,380.00	889.28
AW-1	Frame, siding finish	2	3,175.00	1,587.50
AW-2	" " "	1	1,850.00	1,850.00
AS-9	" " "	4	5,468.00	1,367.00
AS-10	" " "	1	2,575.00	2,575.00
BW-1	" " "	1	2,000.00	2,000.00
BN-3	" " "	6	11,110.00	1,851.66
BN-4	" " "	3	9,209.00	3,069.66
BE-6	Frame, stucco siding	4	10,182.00	2,545.50
BSR-11	Frame, siding finish	1	1,425.00	1,425.00
CW-1	" " "	2	3,825.00	1,912.50
CW-2	" " "	1	3,118.00	3,118.00
CN-3	" " "	1	2,800.00	2,800.00
CN-4	" " "	2	6,042.00	3,021.00
CE-7	" " "	3	6,597.00	2,199.00
CE-8	" " "	3	9,420.00	3,140.00
CS-9	" " "	4	6,100.00	1,525.00
CS-10	" " "	2	6,528.00	3,264.00
CW-12	" " "	3	8,620.00	2,873.33
CS-14	" " "	3	9,980.00	3,326.66
CS-16	Frame, stucco finish with science room and library	1	4,021.00	4,021.00
DS-1	Frame, siding finish	2	4,500.00	2,250.00
DS-2	" " "	3	10,100.00	3,366.66
DN-4	" " "	1	3,435.00	3,435.00
ES-1	" " "	1	3,078.00	3,078.00
EN-6	" " "	1	5,500.00	5,500.00
ES-8	" " "	1	3,588.00	3,588.00
EN-9	" " "	1	3,360.00	3,360.00
EE-12	" " "	3	15,971.00	5,323.66
FE-2	Frame, stucco finish	3	36,725.00	12,241.66
Barns	.....	3	1,065.00	355.00
Teachers' Residences	.....	6	6,084.00	1,014.00

NON-STANDARD PLANS

Special one-room	5	\$ 13,032.00	\$ 2,606.40
Special two-room	1	3,800.00	3,800.00
Special four-room	1	10,300.00	10,300.00
Additions and Alterations (one-room)	5	11,165.00	2,233.00
Additions and Alterations (two-room)	1	4,980.00	4,980.00
Additions and Alterations (four-room)	1	8,935.00	8,935.00
Repairs and Improvements	19	8,675.00	456.57

PLANS PREPARED OUTSIDE DEPARTMENT, 24

One-room schools, frame with basement	8	\$ 24,425.00	\$ 3,053.12
Two-room schools, frame with basement	2	13,388.00	6,694.00
Four-room schools, brick or brick and tile	2	31,649.00	15,824.50
Five-room schools, brick, or brick and tile	1	27,580.00	27,580.00
Large schools (seven to ten rooms)	4	206,973.00	51,768.25
Gymnasium and auditorium	1	10,000.00	10,000.00
Additions and alterations (one-room)	5	12,414.00	2,482.80
Additions and alterations (two-room)	1	5,468.00	5,468.00

SUMMARY

Destroyed by fire	9	
Schools built gratis, by community effort	13	
Schools built partly by community effort	9	\$ 3,340.00
One-room schools	86	186,039.00
Two-room schools	10	48,685.00
Four and five-room schools.....	7	106,254.00
Large schools (seven rooms and up)	4	206,973.00
Gymnasium and auditorium	1	10,000.00
Additions and alterations	13	42,962.00
Residences and barns	9	7,149.00
Repairs and improvements	19	8,675.00
Grand Total of Contracts.....	158	\$620,077.00

COST OF BUILDING

	1929	1930	% Reduction
One-room schools (all kinds).....	\$2,326.00	\$2,163.00	7
Two-room schools (standard)	4,889.00	4,169.00	14.72
Large schools, in brick, etc., per pupil.....	169.46	156.80	7.47

REPORT OF DIRECTOR OF TECHNICAL EDUCATION AND PRINCIPAL OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

(W. G. CARPENTER)

The record of the year 1930 in technical education is a direct reflection of the economic situation in the Province. The year has been remarkable in comparison with 1929: while 1929 was one of optimism and prosperity, the autumn slump ushered 1930 in under a cloud accompanied by falling markets and values and the consequent pessimism. Instead of conditions improving during the year, matters went from bad to worse, until at the conclusion of the year there was much unemployment, prices of farm products reached unprecedentedly low levels and business conditions were causing much concern. While the slackness in business conditions produced long periods of leisure, freeing individuals to attend instructional classes, yet the lack of financial resource has made it impossible for many who would attend classes were it not for the fees and expenses which are necessary. This has had a noticeable effect, particularly upon evening class attendances and the enrolments of those coming from the farm.

Progress has been made during the year in the curriculum for technical schools. The Technical High School curriculum has been revised in the light of the first year's experience and the third year units have been added. The new technical program introduced into the Calgary Technical High School in the previous year worked out fairly well. The Departmental examinations were conducted with special care to insure a high standard of attainment in the practical shop subjects. The idea of making them of training value equal to the straight academic subjects was aimed at. A careful examination was made by specialists of the work done in the shop, and the drafting room, and of the shop records made by the students during the year. A practical examination of three hours' duration was given each student at the conclusion of the term, and in addition a three-hour written examination was conducted. These extra surveys were made to insure high standards

of instruction and attainment before credits were granted. The results of the year were considered quite satisfactory as a beginning. It is planned to continue this careful scrutiny.

One of the most encouraging features of the year is the decision of the Edmonton School Board to introduce the new curriculum into the Technical High School. It is hoped that this will bring new vigor to this school, and will enable it to do work that is distinctive and definite, and correct a discouraging feature of this school, viz., the failure of many students to return. It is to be regretted that the citizens of Edmonton did not endorse a bylaw that would have resulted in an extension of the services of the technical school. Additional accommodation is badly needed, particularly in the Motor Department and the newly-organized Sheet Metal and Electrical sections.

During the year the course of studies for Grades VII and VIII were revised, and liberal shop options were admitted for credit. The Pre-vocational School in Calgary was moved from its association with the Victoria Public School and tied in with the Technical High School. In Edmonton the new specialized course of Grades VII and VIII was introduced into these grades as they are carried on in the Technical High School.

Special services for teaching music have been provided in Edmonton, Calgary, Medicine Hat and Claresholm. Special art supervision has been provided in Calgary, Edmonton and Medicine Hat.

A good organization for commercial education has been worked out by Edmonton Public School Board, Edmonton R.C. Separate School Board, by Calgary and by Lethbridge. There has been quite a noticeable growth in the interest in this department.

TECHNICAL AND COMMERCIAL DAY CLASSES—July 1st, 1929–June 30th, 1930

	No. of Rooms	Teacher Hours Instruct.	Teachers			Students			Student Hours Instruct.
			Female	Male	Total	Female	Male	Total	
Edmonton S.D. No. 7:									
Technical High School.....	13	15258.5	3	13	16	164	275	439	258,108
McDougall Commercial	11	10780	7	4	11	310	70	380	316,265.6
Strathcona Commercial.	4	3920	3	1	4	129	30	159	127,215
Edmonton R.C. Separate S.D.:									
Commercial	2	1930	2	...	2	40	9	49	39,835
Calgary S.D. No. 19:									
Technical High School.	5	7076.3	5	7	12	27	123	150	133,424.1
H.S. Manual Arts	6	630	...	6	6	...	130	130	25,587
H.S. Household Science.....	6	888	6	...	6	117	...	117	44,586
Commercial High School....	10	9922.5	5	5	10	304	67	371	292,905
Pre-vocational	6	9135	5	5	10	117	123	240	197,527.5
Lethbridge S.D. No. 51:									
Commercial	3	3000	3	....	3	83	26	109	92,597.5
Provincial Institute of Technology and Art, Vocational Courses	36	26739	2	36	38	43	636	679	315,428
Totals..... ..	102	89,349.3	41	77	118	1334	1489	2823	843,478.7

Evening class programmes have been conducted at the centres indicated in the following table:

EVENING CLASSES—July 1st, 1929 to June 30th, 1930

	No. of Classes	Teacher Hours Instruct.	Enrolment			Teachers			Student Hours Instruct.
			Female	Male	Total	Male	Female	Total	
Edmonton No. 7:									
Technical subjects	34	2004	245	483	728	20	8	28	26,586
Calgary S.D. No. 19:									
Tech. H.S.	9	382	82	71	153	6	3	9	3,386
Man. Training	1	90	12	20	32	1	....	1	1,086
House. Sc. Gen. P.S. Subj.	4	424	41	92	133	4	....	4	5,764
Phys. Cult.	2	42	36	....	36	1	....	1	565
Commercial	4	452	39	77	116	4	....	4	5,767
Acad. H.S. Subj.	15	600	31	65	96	4	....	4	5,538
Medicine Hat S.D. No. 76:									
Various subjects	8	582	62	80	142	2	4	6	5,527
Canmore S.D. No. 168:									
Math. Engl., Mining	2	120	....	21	21	2	....	2	700
Cardston S.D. No. 457:									
Commercial, Auto. Elec.	2	122	11	15	26	1	1	2	1,300
Blairmore S.D. No. 628:									
Mining	1	82	....	11	11	1	....	1	688
Drumheller S.D. No. 2472:									
Mining and Maths.	1	60	....	22	22	1	....	1	912
Turner Valley S.D. No. 4059:									
Steam Maths.	1	90	....	8	8	1	....	1	252
East Coulee S.D. No. 4396:									
Mining	1	68	1	13	13	1	....	1	638
Prov. Institute of Technology and Art	27	1614	25	442	467	28	....	28	21,602
Totals	108	6712	584	1420	2004	77	16	93	80,311

The enrolment at the Technical Institute has not been so heavy as in previous years. The following table makes a comparison in the various departments for the years 1928-29 and 1929-30. The table for 1930-31 is for six months only, the year not ending until June 30th, 1931:

	1928-29				1929-30				1930-31 (July 1, 1930-Dec. 31, 1930)			
	Day	Evening	Corr.	Total	Day	Evening	Corr.	Total	Day	Evening	Corr.	Total
Aeronautics	76	....	76	....	28	....	28	....	15	....	15	....
Arma. Winding	19	....	19	....	27	....	27	....	21	....	21	....
Art	14	28	....	42	20	57	....	77	33	55	....	88
Autom. Telephone .....	....	....	....	....	....	....	....	....	....	12	....	12
Auto. Electricity	28	36	....	64	30	23	....	53	14	17	....	31
Car Owners	33	....	33	....	8	....	8	....	....	....	....	....
Carpentry .....	....	....	....	....	14	....	14	....	....	....	....	....
Drafting	28	98	....	126	24	55	....	79	25	44	....	69
Dressmaking	38	20	....	58	23	....	23	....	26	....	....	26
Electricity	114	30	....	144	124	34	....	158	135	11	....	146
English	17	....	17	....	....	....	....	....	....	....	....	....
Estimating (Bldr.) .....	....	....	....	....	17	....	17	....	....	....	....	....
Farm Mechanics	47	....	47	....	26	....	26	....	12	....	....	12
Forging .....	....	16	....	16	....	....	....	....	....	....	....	....
Geology	21	....	21	....	20	....	20	....	....	....	....	....
Machine Shop	5	46	....	51	7	20	....	27	8	16	....	24
Mathematics	19	18	37	....	15	....	15	....	28	8	36	....
Mining	3	79	82	....	6	61	67	....	....	22	....	....
Motor Mechanics	114	119	....	233	133	37	....	170	101	29	....	130
Plumbing and Heating .....	....	31	....	31	....	21	....	21	....	....	....	24
Radio .....	....	24	....	24	....	37	....	37	....	38	....	38
Show Card .....	....	20	....	20	....	14	....	14	....	12	....	12
Steam Engineering	18	19	149	186	15	11	174	200	9	....	107	116
Steam Heating .....	....	....	....	....	....	13	....	13	....	....	....	....
Telegraphy	40	53	....	93	36	21	....	57	22	12	....	34
Tractor Engineering	352	14	....	366	217	....	217	....	56	....	....	56
Welding	3	41	....	44	18	33	....	51	12	18	....	30
Chemistry (Oil) .....	....	9	....	9	....	....	....	....	....	....	....	....
Chemistry (Laundrymen) .....	....	....	....	....	....	....	....	....	....	12	....	12
Woodwork .....	....	28	....	28	....	....	....	....	....	....	....	....
Credit Men's Inst. ....	....	70	....	70	....	....	....	....	....	....	....	....
Summer School	57	....	....	57	....	....	....	....	....	....	....	....
Teacher Training .....	....	29	....	29	....	....	....	....	....	....	....	....
Totals	861	916	246	2023	679	505	235	1419	453	364	137	954

There are two contributing reasons for the drop in enrolment for 1929-30 as against that of 1928-29. The year 1929 saw the termination of the Federal Technical Education Act and the cessation of financial aid from Ottawa. Because of this the tuition fees were increased from \$10.00 to \$20.00 for the term. The fees for the evening courses were raised from \$5.00 to \$10.00 per course. This materially affected the enrolment, particularly in the year 1930-31. During the year 1929 the new Technical High School was opened in Calgary, which diverted a few who otherwise might have enrolled at the Institute. When this institution is in full operation and is graduating students, it will have a building effect.

The work of the Institute has never been better. The morale of the students and the staff has been high. I do not believe there is any institution in which there is a more friendly and constructive relationship existing between the students and the staff. The latter has been organized so that each member of the staff has a place of responsibility on some co-operative committee of the students, covering the Year Book, the "Emery Weal," the Students' Association Executive, the Association programmes, the annual banquet, the athletic activities, the social activities, the Music and Dramatic clubs, and many more, thus covering all phases of student life outside the class-room. This leadership has resulted in the development of an institution spirit which is most wholesome and adds materially to the impact of the Institute upon the students.

Discipline has been good. There has been a reduction of lates and absences and a material decrease in disfigurement of property and breakages. The student body seems to be developing an increasing pride in their partnership in keep the place in good order.

The average age of the day students as at December 31st, 1929, was 21 years two months. The average year's schooling was 8.8 years, eight months; 71.7% of the student body gave their home addresses as points outside Calgary. This percentage will be slightly decreased during the fall of 1930. Many have visited the place and informed us of their regret at being unable to attend because of financial limitations. Fifty diplomas were issued at the conclusion of the 1929-30 year in June.

The enrolment record since 1924-25 inclusive, is as follows:

School Year.	Day	Summer.	Evening.	Mail.	Total.
1924-25	393	.....	198	238	829
1925-26	418	.....	316	154	888
1926-27	538	51	523	212	1273
1927-28	699	51	756	290	1745
1928-29	861	.....	916	246	2023
1929-30	679	.....	505	235	1419
1930-31 (6 months only)	453	.....	364	137	954

The student hour record of service given students since 1924-25 is as follows:

1924-25	185,658 student hours
1925-26	213,678 " "
1926-27	247,615 " "
1927-28	288,895 " "
1928-29	318,581 " "
1929-30	315,428 " "

It will be noticed that notwithstanding a decrease in the actual enrolment, there has been a student hour record in the day classes practically equal to that of the year 1928-29. This indicates a much more regular attendance and a longer term of instruction.

A change was made during the year in the policy of issuing lessons to correspondence students. Rather than send lectures every two weeks irrespective as to whether answers were turned back, lectures are now sent out only when the student's answers are returned; thus the student has in his possession only one lecture ahead of the work done. This keeps him stimulated by making him do the work required before he gets new material. It prevents him from being discouraged with the accumulated exercises which threaten to swamp him. The effect of this change is well illustrated by the following tables of comparison.

CORRESPONDENCE COURSES

Sept. 1st, 1928, to Aug. 31st, 1929, and Sept. 1st, 1929, to Aug. 31st, 1930

PAPERS CORRECTED

		1928-29.	1929-30.			1928-29.	1929-30.
Mining—				Steam—			
Elementary Maths.	11	150		Elementary Steam	33	214	
First Class	155	114		First Class	24	42	
Second Class	130	167		Second Class	115	241	
Third Class	105	139		Third Class	472	918	
Totals.....	401	570		Totals	644	1415	

Combined total—1928-29, 1,045; 1929-30, 1,985.

LECTURES SENT OUT

		1928-29.	1929-30.			1928-29.	1929-30.
Mining—				Steam—			
Elementary Maths.	167	208		Elementary Steam	77	261	
First Class	268	113		First Class	40	88	
Second Class	386	164		Second Class	232	443	
Third Class	295	204		Third Class	1609	1098	
Totals.....	1116	689		Totals.....	1958	1880	

PERCENTAGE OF LECTURES ANSWERED

		1928-29.	1929-30.			1928-29.	1929-30.
Mining—				Steam—			
Elementary Maths.	6%	72%		Elementary Steam	43%	85%	
First Class	58%	100%		First Class	60%	47%	
Second Class	30%	100%		Second Class	50%	54%	
Third Class	35%	68%		Third Class	30%	84%	
Average %.....	36%	83%		Average %.....	32%	75%	

ENROLMENT

	1928-29.	1929-30.
Elementary Maths.	5	4
First Class Mining	13	6
Second Class Mining	18	7
Third Class Mining	26	20
Totals.	61	37

Elementary Steam	8	17
First Class Steam	1	7
Second Class Steam	7	24
Third Class Steam	78	66
Totals.....	94	114

COURSES COMPLETED

	1928-29.	1929-30.
Elementary Maths.	0	0
First Class Mining.....	0	1
Second Class Mining	2	2
Third Class Mining	3	3
Totals	5	6

Elementary Steam	0	10
First Class Steam.....	1	1
Second Class Steam.....	6	6
Third Class Steam	11	16
Totals	18	33

A careful follow-up of all students enrolled in the Correspondence Department is maintained.

The past year has been a difficult one in the placement of students. The Placement Committee, under the secretaryship of one of the staff, has been in close touch with the possible places of employment, but it has been discouraging work in many respects. It is pleasing to note that there appears to be a growing appreciation of the significance of the work of the Institute, and closer and closer contacts are being made with the larger employing organizations. The records of the Institute are being made use of to a greater extent by employers, and the better students are thus gaining preferences.

The size of the enrolment for the second term of 1930 remained a matter of doubt right up to the opening, but during October the highest student hour service in the brief history of the Institute was recorded. This has been well maintained, being only second to the record year in 1928-29 for the other months of the fall term. The farm tractor classes have had the largest falling off.

During the summer months six members of the Technical Institute staff took a professional course in teacher training at the Training School for Vocational Teachers set up by the Federal Board for Vocational Education at Washington, and conducted at Fort Collins, Colorado. These men were inspired by the service they received, and came to their autumn duties with a freshness of outlook which was most stimulating.

GENERAL STATISTICS.

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts, and official auditors.

In 5,558 rooms or departments of 3,314 school districts the enrolment was 168,076 in the year 1930. Of this enrolment, 56,488 were in the rooms of 69 city and town districts, 6,063 in 16 separate school districts, and 41,304 in the rooms of other graded schools, as compared with 55,860 in city and town districts, 5,825 in separate schools, and 39,401 in other graded schools in 1929. There were 7,004 pupils in 210 rooms in 63 consolidations, and 15,114 in 444 rooms of 215 rural graded schools. The number of pupils in attendance in the rural graded schools continues to increase. There were 64,221 pupils in 2,862 one-room schools.

The average monthly percentage of attendance was 89.35 of the monthly enrolment.

During the year 95.7% of the schools in operation, operated over 160 days, and the average number of days schools were in operation was 190.21 days. The increase in the enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the 12 grade system was introduced) may be seen in the following table:

DEPARTMENT OF EDUCATION

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.98	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60
1929-1930.....	16.25	12.66	28.79

The percentage of pupils enrolled in Grade I in the year 1930 again shows a decrease from the previous year, and is much lower than in former years, while the percentage of pupils from Grades VII to VIII continues to increase. The percentage of enrolment of secondary grade pupils compares favorably with that of the other provinces of Canada.

The distribution of pupils by grades leaving school at the age of 15 years since 1919, by percentage, was as follows.

	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925..	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929..	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930..	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
Avr. for 12 yrs.	.67	.83	2.02	3.69	7.23	11.61	20.34	31.79	13.23	6.31	2.06	.37

The average number of days of operation in ungraded schools was 189.12 days and in graded schools 196.18 days. In the ungraded schools, pupils attended an average of 139.10 days and in graded schools 160.93 days. This is an improvement over the previous year.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1929	Per cent. of enrolment	No. of Pupils June 30, 1930	Per cent. of enrolment
I	27,973	16.97	27,307	16.25
II	19,431	11.79	19,971	11.88
III	19,741	11.98	19,851	11.81
IV	18,706	11.35	18,982	11.30
V	17,571	10.66	17,627	10.49
VI	15,928	9.66	15,930	9.48
VII	13,165	7.98	13,684	8.13
VIII	12,902	7.83	13,444	8.00
IX	8,362	5.07	9,179	5.46
X	5,987	3.63	6,305	3.75
XI	3,696	2.24	4,200	2.50
XII	1,388	.84	1,596	.95
Totals.....	164,850	100.00	168,076	100.00
Elementary Grades	145,417	88.22	146,796	87.34
Secondary Grades	19,433	11.78	21,280	12.66

Percentage of enrolment in secondary grades was 11.78 in 1929 and 12.66 in 1930. Private school pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	103,855	64,221
Aggregate days' attendance of Pupils.....	16,713,691.5	8,932,467.5
Daily average attendance of Pupils.....	85,919.04	46,653.97
Percentage of attendance of total enrolment	82.73	72.66
Average number of days attended per Pupil	160.93	139.10
Average length of school year.....	196.18	189.12
CLASSIFICATION: Grade I	14,308	12,999
Grade II	11,788	8,183
Grade III	11,523	8,328
Grade IV	10,983	7,999
Grade V	10,244	7,383
Grade VI	9,525	6,405
Grade VII	8,384	5,300
Grade VIII	8,052	5,392
Grade IX	7,351	1,828
Grade X	5,964	341
Grade XI	4,138	62
Grade XII	1,595	1
Total Attendance	103,855	64,221

The percentage of attendance of total enrolment in both graded and ungraded schools shows a marked increase from the preceding year. Ungraded schools are one-room schools and are for the most part rural. The average length of school year has decreased in graded schools, but has increased considerably in the ungraded schools.

DEPARTMENT OF EDUCATION

TABLE 3.
AVERAGE AGE OF PUPILS

Grade I	7.2
Grade II	8.2
Grade III	9.5
Grade IV	10.5
Grade V	11.4
Grade VI	12.7
Grade VII	13.5
Grade VIII	14.6
Grade IX	15.6
Grade X	16.7
Grade XI	17.5
Grade XII	18.7

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	493	.29
6 years	8,391	4.99
7 years	16,116	9.59
8 years	18,020	10.73
9 years	18,084	10.76
10 years	18,026	10.73
11 years	16,166	9.62
12 years	15,359	9.14
13 years	15,694	9.33
14 years	14,767	8.78
15 years	12,383	7.37
16 years	7,532	4.48
17 years	4,168	2.48
18 years	1,819	1.08
19 years	608	.35
20 years	228	.14
21 years and over	222	.14
Total	168,076	100.00

The compulsory age limit in Alberta is 15 years, but 8.67 per cent. of enrolled pupils were over 15 years of age.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1930
(July 1st, 1929, to June 30th, 1930)

	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade II.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade III.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade IV.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade V.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade VI.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade VII.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade VIII.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade IX.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade X.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade XI.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Grade XII.	233 Boys 258 Girls	4081 3981 149 171 4 5	5864 5344 2173 2357 157 213	2498 2275 4130 4065 2174 2402	889 811 2250 932 719 2352	309 303 98 167 74 227	102 98 305 255 113 435	64 51 22 167 74 227	38 22 17 27 24 108	23 17 27 24 108 66	13 7 20 52 37 101	5 7 9 4 2 21	1 1 4 2 1 5	4 4 1 1 2 6	1 1 1 1 1 4	1 1 1 1 1 2	2 1 1 1 1 2	14128 13179 10241 9780 10192 9659
Totals by Sex	233 Boys 260 Girls	4234 4157	8198 7918	9034 8986	9094 8990	9031 8995	8106 8060	7822 7537	7881 7813	7391 7376	6115 6268	3341 4191	1857 2311	770 1049	267 341	105 123	107 115	83586 84990
Grand Totals	493	8391	16116	18020	18084	18026	16166	15359	15694	14767	12383	7332	4168	1819	608	228	222	168076
Beginning Grade I. this year	233 Boys 258 Girls	4006 3911	5120 4675	1884 1681	637 595	219 221	78 74	50 38	30 19	19 14	11 5	5 6	1 1	4 4	1 1	1 1	2	12301 11502
Repeating Grade I. from previous year	75 Boys 70 Girls		744 669	614 594	252 216	90 82	24 24	14 13	8 3	4 3	2 2	1						1827 1677

TABLE 5A.
GRAPH 1.

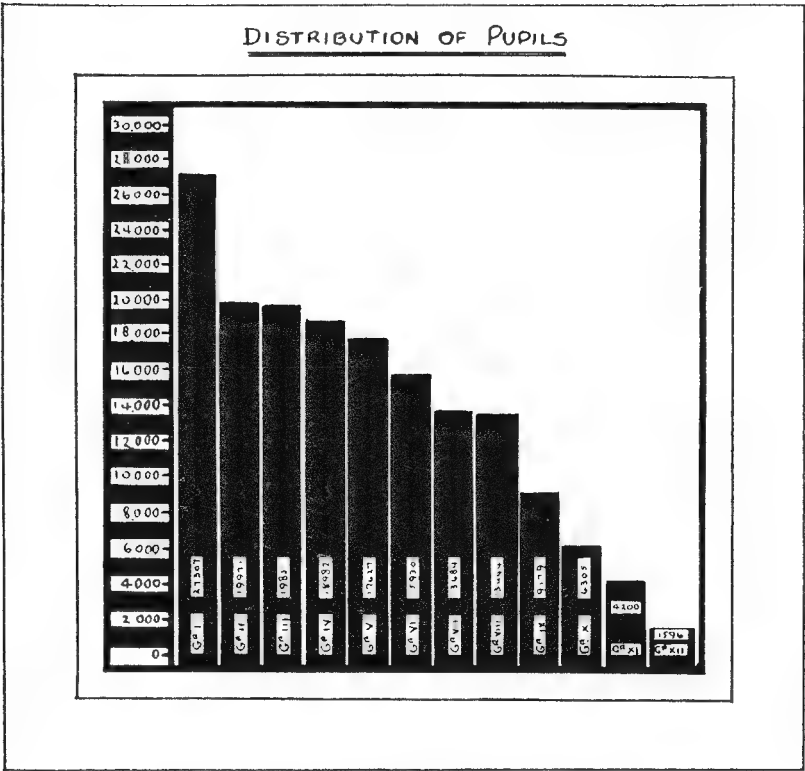


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	491	19,270	7,546	27,307	1.79	70.56	27.65
II	322	12,725	6,924	19,971	1.61	63.72	34.67
III	379	12,040	7,432	19,851	1.91	60.65	37.04
IV	453	11,127	7,402	18,982	2.39	58.60	39.01
V	566	9,931	7,130	17,627	3.21	56.34	40.45
VI	576	8,631	6,723	15,930	3.61	54.18	42.21
VII	585	7,416	5,683	13,684	4.27	56.28	39.45
VIII	729	7,692	5,023	13,444	5.42	57.22	37.36
IX	735	5,556	2,888	9,179	8.00	60.53	31.47
X	521	4,082	1,702	6,305	8.26	64.74	27.00
XI	483	2,738	979	4,200	11.50	65.19	23.31
XII	198	1,055	343	1,596	12.40	66.10	21.50
Totals	6,038	102,263	59,975	168,076	3.59	60.84	35.57

This is a recapitulation of Table 5. This is a slight increase in the percentage of pupils over age and behind in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	3
Grade II	4
Grade III	31
Grade IV	51
Grade V	205
Grade VI	268
Grade VII	642
Grade VIII	1,017
Grade IX	543
Grade X	199
Grade XI	59
Grade XII	3
Total	3,025

This is almost the same as last year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.002
Grade III	.02
Grade IV	.03
Grade V	.12
Grade VI	.16
Grade VII	.38
Grade VIII	.61
Grade IX	.32
Grade X	.12
Grade XI	.03
Grade XII	.002
Total	1.796

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.09
Grade II	.13
Grade III	1.02
Grade IV	1.69
Grade V	6.78
Grade VI	8.86
Grade VII	21.23
Grade VIII	33.62
Grade IX	17.96
Grade X	6.58
Grade XI	1.95
Grade XII	.09
Total.....	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.01
Grade II	.02
Grade III	.15
Grade IV	.27
Grade V	1.16
Grade VI	1.68
Grade VII	4.69
Grade VIII	7.56
Grade IX	5.92
Grade X	3.16
Grade XI	1.40
Grade XII	19

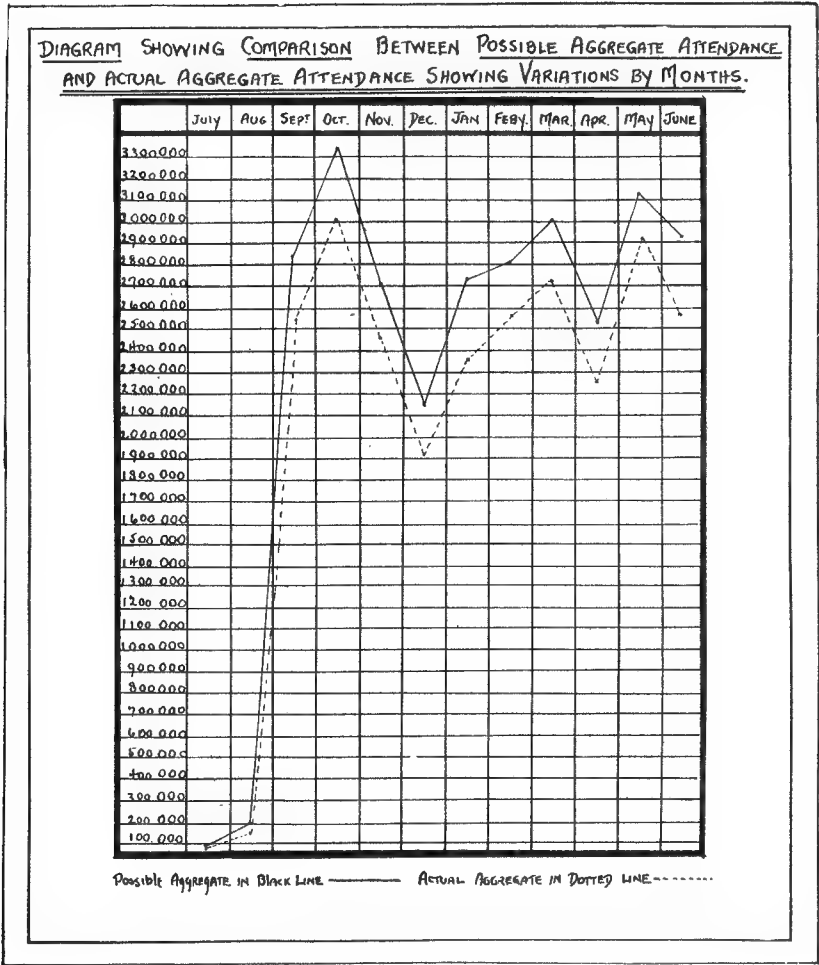
TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1, 1929, TO JUNE 30, 1930

Month	Possible Aggregate	Actual Aggregate	Percentage of At- tendance per Month
July	95,725	81,761.5	85.51
August	203,489	174,357.5	85.68
September	2,844,008	2,546,892.5	89.56
October	3,340,606.5	3,052,363	91.34
November	2,709,890	2,462,257	90.87
December	2,165,098.5	1,919,629.5	88.66
January	2,726,751.5	2,365,581	86.75
February	2,804,789	2,574,243.5	91.78
March	3,003,859	2,717,156.5	90.45
April	2,522,377	2,254,481.5	89.78
May	3,120,996.5	2,909,842.5	93.23
June	2,919,353	2,587,593	88.63
Average monthly percentage of attendance.....			89.35

The percentage of attendance per month has increased over 2 per cent. from the previous year.
Week by week attendance would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.
GRAPH 2.



SCHOOL DISTRICTS

School Districts in existence December 31st, 1929, including the units in Consolidations	3,563
Consolidations in existence December 31st, 1929	64
Number of School District units in Consolidation December 31st, 1929.....	205
Number of School Districts erected during the year 1930: Public.....	79
Separate	2
Number of School Districts disorganized during the year 1930	81
Number of School Districts in the Province December 31st, 1930, including the units in Consolidations	3
Number of Consolidated School Districts in existence December 31st, 1930	3,647
Number of School District units in Consolidation December 31st, 1930.....	63
Number of Rural High Schools in existence December 31st, 1929	202
Number of Rural High Schools erected during the year 1930.....	13
Number of Rural High Schools in existence December 31st, 1930	3
Number of Units in Rural High Schools December 31st, 1930	16
Number of Units in Rural High Schools December 31st, 1930	75

To obtain the number of schools that could operate, deduct the number of units in Consolidation from the number of School Districts in the Province at December 31st, 1930, and add the 63 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

ATTENDANCE OF PUPILS

Number of Pupils attending school during the year	168,076
Number of Boys	83,586
Number of Girls	84,490
Total aggregate attendance for the year	25,646,159
Total average attendance for the year	132,573.01

The average number of pupils enrolled per room was 30.2—a decrease of .6 from the previous year. The average attendance of pupils per room was 23.8—an increase of .9 from the previous year.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

	City and Town	Village	Rural	Total
Less than 20 days	1,096	543	2,520	4,159
Between 20 and 39 days	1,642	823	5,123	7,588
Between 40 and 59 days	1,622	868	4,566	7,056
Between 60 and 79 days	1,571	634	3,266	5,471
Between 80 and 99 days	1,191	552	2,929	4,672
Between 100 and 119 days	1,823	899	3,995	6,717
Between 120 and 139 days	2,103	1,036	5,127	8,266
Between 140 and 159 days	3,861	1,714	9,095	14,670
Between 160 and 179 days	11,796	4,761	19,160	35,717
Between 180 and 199 days	39,126	10,688	22,493	72,307
200 days and over	277	115	1,061	1,453
Totals	66,108	22,633	79,335	168,076

Of the pupils enrolled 65.13% attended over 160 days—an increase of 7.83% over the previous year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	165	128.75	89.0
Edmonton	15,989	13,762.43	93.1
Calgary	15,821	13,806.54	93.1
Thibault	206	165.69	93.1
Macleod	388	322.97	93.4
Lethbridge	2,610	2,242.13	92.9
Medicine Hat	2,713	2,374.13	95.1
Fort Saskatchewan	243	206.09	92.3
National Park	444	321.29	90.3
Gleichen	212	184.48	94.4
Red Deer	758	636.07	93.3
Pincher Creek	250	219.26	92.1
High River	483	403.54	93.9
Okotoks	276	233.43	92.4
Innisfail	341	290.21	93.8
Olds	347	292.04	92.1
Lacombe	419	333.91	90.9
Wetaskiwin	610	497.96	91.6
Leduc	295	232.97	90.4
Ponoka	344	278.39	93.2
Cardston	510	420.57	93.4
Magrath	467	392.10	93.0
Blairmore	499	427.98	94.0
Didsbury	267	217.91	91.7
Raymond	674	587.00	94.1
Clareholm	416	354.05	92.7
Athabasca	192	144.51	88.6
Irvine	91	69.67	89.6
Taber	587	484.61	92.2
Stavely	138	85.58	90.4
Coleman	662	544.79	92.4
Gratum	130	109.04	90.1
Camrose	716	601.83	94.2
Vermilion Centre	441	374.57	92.7
Stettler	429	337.62	90.8
New Vegreville	576	466.79	90.3
Daysland	172	142.77	93.5
Strathmore	198	169.55	92.7
Wainwright	369	301.06	92.5
Hardisty	200	158.17	92.3
Vulcan	301	258.47	94.1
Tofield	201	163.00	89.8
Carmanagay	110	89.32	91.8
Brooks	163	135.15	92.4
Bassano	223	187.58	93.5
Castor	188	162.27	94.3
Redcliffe	301	243.12	90.5
Beverly	283	221.74	90.3
Edson	433	327.68	88.4
Coronation	239	189.55	92.9
Drumheller	1,419	1,148.33	93.2
Big Valley	247	204.83	92.9
Peace River	201	152.68	85.0
Hanna	474	411.63	95.4
Grouard	179	137.08	91.5
Calgary R. C. S.	1,701	1,375.74	92.2
Edmonton R. C. S.	2,720	2,233.45	91.3
Holy Cross R. C. S.	32	25.97	87.7
Lethbridge R. C. S.	572	494.41	94.0
Sacred Heart R. C. S.	64	50.85	89.4
St. Martin's R. C. S.	111	91.12	92.8
North Red Deer R. C. S.	109	91.84	96.9
St. Michael's R. C. S.	146	124.88	98.7
St. Louis R. C. S.	149	121.24	94.1
Theresetta R. C. S.	97	79.76	90.9
Three Hills	218	174.80	91.5
Grande Prairie	425	316.06	86.1

Average of monthly percentages of Town Schools during the year for the months actually operated, 92.2.

This is an increase of over 2% from last year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Total
Less than 20 days .....	.....	.....	.....	.....
Between 20 and 39 days .....	.....	.....	4	4
Between 40 and 59 days .....	.....	.....	12	12
Between 60 and 79 days .....	.....	.....	13	13
Between 80 and 99 days .....	.....	.....	15	15
Between 100 and 119 days .....	.....	1	19	20
Between 120 and 139 days .....	.....	.....	27	27
Between 140 and 159 days .....	.....	1	60	61
Between 160 and 179 days .....	.....	1	149	150
Between 180 and 199 days	62	175	2,207	2,444
200 days and over	8	29	531	568
Total.....	70	207	3,037	3,314

During the year, 95.7% of the schools in operation, operated over 160 days, an increase of 2.4% over last year. This demonstrates the benefits derived from the assistance given to Districts with small assessments.

TABLE 18.

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1929, AND JUNE 30, 1930,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts Having	Total Schools		Total Departments	
	June 30, 1929	June 30, 1930	June 30, 1929	June 30, 1930
1 Department	2,823	2,862	2,823	2,862
2 Departments	226	245	452	490
3 "	60	68	180	204
4 "	44	42	176	168
5 "	28	33	140	165
6 "	11	10	66	60
7 "	6	7	42	49
8 "	7	8	56	64
9 "	6	7	54	63
10 "	4	3	40	30
11 "	4	4	44	44
12 "	7	7	84	84
13 "	...	2	...	26
14 "	1	1	14	14
15 "	1	...	15	...
16 "	3	3	48	48
17 "	1	2	17	34
18 "	2	...	36	...
19 "	1	3	19	57
30 "	1	...	30	...
32 "	...	1	...	32
42 "	1	...	42	...
44 "	...	1	...	44
62 "	1	...	62	...
64 "	...	1	...	64
66 "	1	...	66	...
68 "	1	...	68	...
69 "	...	2	...	138
382 "	1	...	382	...
389 "	1	...	389	...
408 "	...	1	...	408
410 "	...	1	...	410
Totals.....	3,242	3,314	5,345	5,558

TABLE 19.
GRAPH 3.

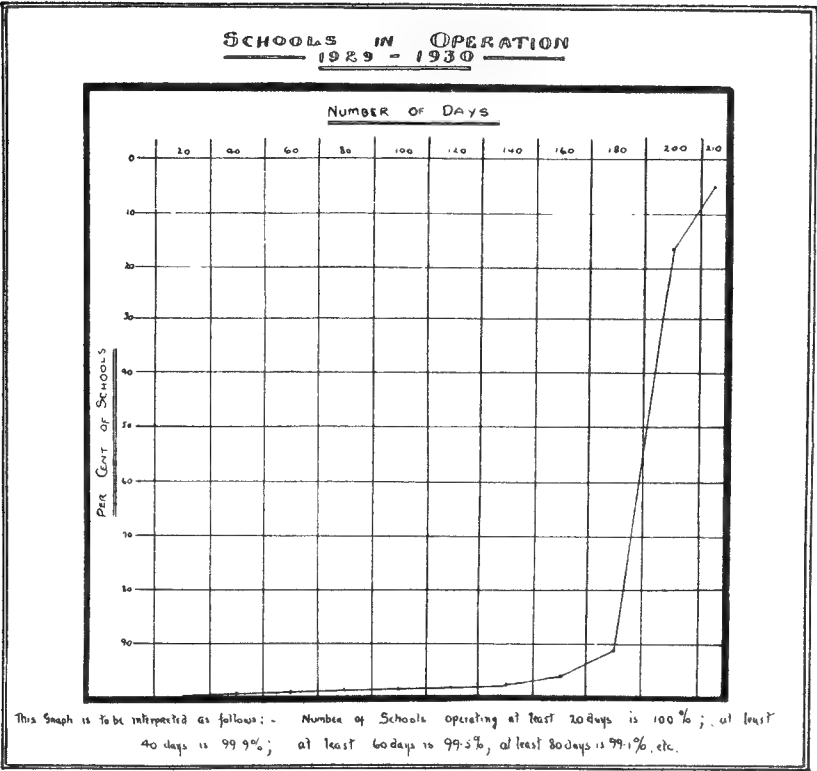


TABLE 20.
GRAPH 4.

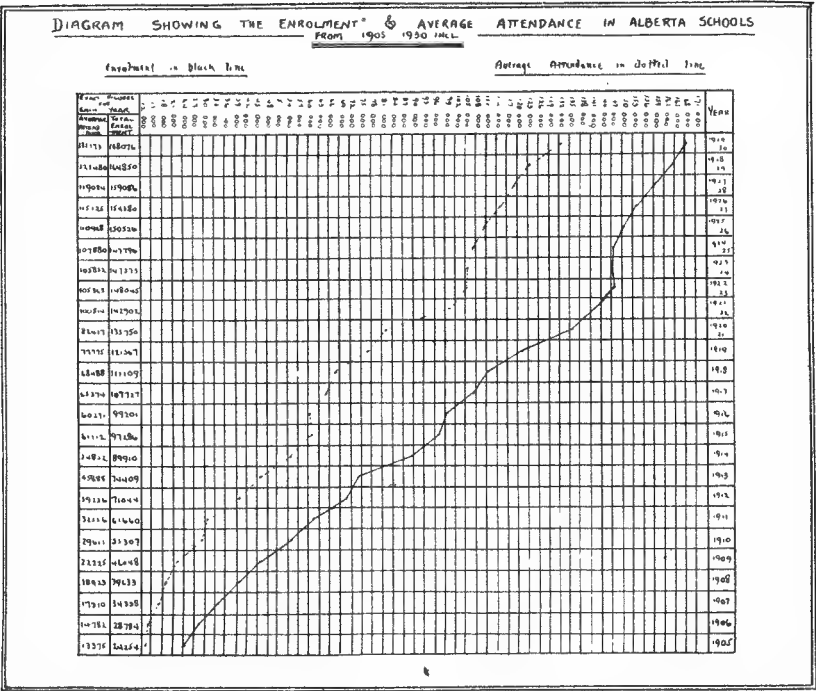


TABLE 21.
GRAPH 5.

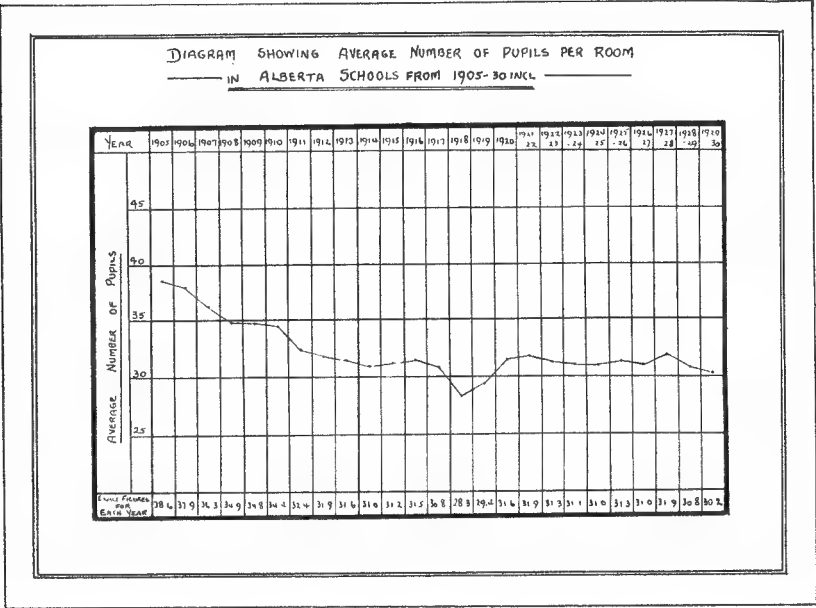


TABLE 22.

	1928-1929	1929-1930
1. Aggregate number of days attended during the year...	22,822,818.5	25,646,159
2. Average number attending each day	123,479.93	132,573.01
3. Average monthly percentage of attendance	87.28	89.35
4. Average number of days school was open during the year	187.93	190.21
5. Average number of days pupils attended during the year	138.43	152.58
6. Average number of days lost by pupils during the year	71.57	57.42
7. Percentage proportionate of total attendance to average attendance	74.80	78.87
8. Percentage proportionate of Secondary to Elementary Grades	13.36	14.49

The length of school year has increased 2.28 days this year.

The average number of days attended by pupils during the year shows a large gain over the previous year. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 19.78% of the time schools were in operation. Schools of cities and towns operated less than 200 days for the most part. Grades I to VIII are Elementary and Grades IX to XII are Secondary.

The percentage proportionate of Secondary to Elementary grades shows an increase of 4.07 per cent.

The average monthly percentage of attendance has increased 2.07%.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1930 INCLUSIVE

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,188	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	188.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,718	3,314	5,558	89.13	190.21	89.35

TABLE 24.
GRAPH 6.

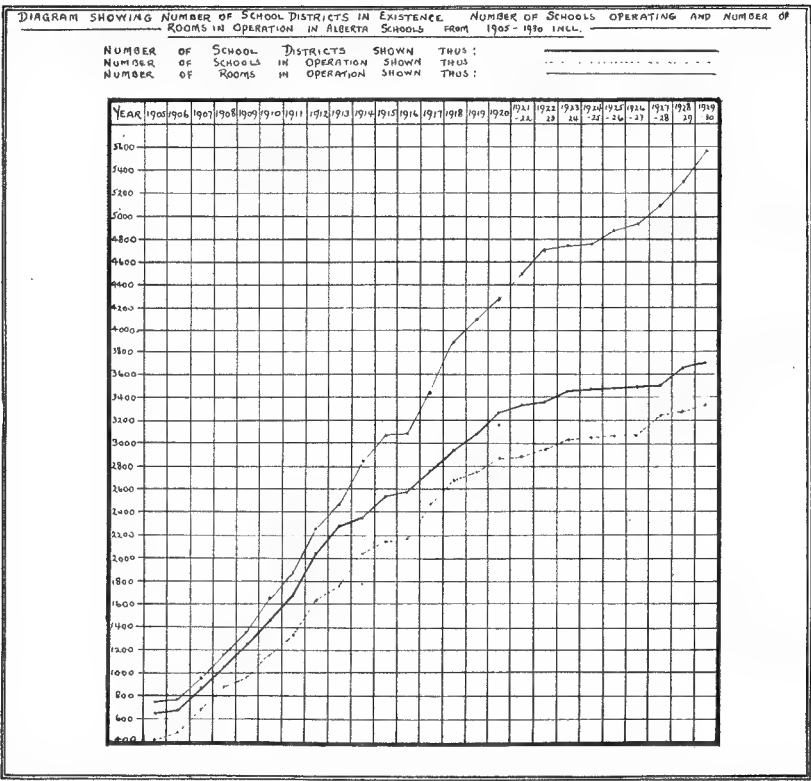


TABLE 25.

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1929

RECEIPTS

Cash on hand January 1, 1929	\$ 2,191,244.82
Proceeds from Debentures	1,543,703.80
Taxes collected	9,419,439.81
Government Grants	1,355,962.95
Pupils' Fees	142,296.84
Borrowed by Note	1,364,172.86
Amount advanced by Treasurers	4,573.06
Received from other sources	312,712.11
	<u>\$16,334,106.25</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,586,973.98
Official Salaries	350,427.50
Paid on Debentures	1,287,395.18
Paid on Notes (Renewals and Interest)	1,575,482.73
School Buildings and Repairs	2,097,582.02
School Grounds	124,065.24
School Furniture	249,440.18
Library and Reference Books	29,065.12
Apparatus and Equipment	78,580.09
Supplies and Stationery	266,387.71
Caretaking and Fuel	981,041.57
Insurance	85,926.56
Other Expenditures	684,181.54
Balance on hand December 31, 1929	1,937,556.83
	<u>\$16,334,106.25</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1929

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1929.....	\$ 841,527.24	\$1,349,717.58
Proceeds from Debentures	1,145,426.86	398,276.94
Taxes collected	5,375,286.82	4,044,152.99
Government Grants	595,480.46	760,482.49
Pupils' Fees	100,153.39	42,143.45
Borrowed by Note	538,254.19	825,918.67
Amount advanced by Treasurers	322.77	4,250.29
Received from other sources	221,045.93	91,666.18
	<u>\$8,817,497.66</u>	<u>\$7,516,608.59</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,457,733.13	\$3,129,240.85
Official Salaries	172,638.27	177,789.23
Paid on Debentures	1,019,431.41	267,963.74
Paid on Notes (Renewals and Interest).....	732,382.65	843,100.08
School Buildings and Repairs	1,396,381.11	701,200.91
School Grounds	40,726.31	83,338.93
School Furniture	131,291.58	118,148.60
Library and Reference Books	10,201.41	18,863.71
Apparatus and Equipment	21,121.09	57,459.00
Supplies and Stationery	161,750.85	104,636.86
Caretaking and Fuel	617,724.49	363,317.08
Insurance	48,168.41	37,758.15
Other Expenditures	341,552.57	342,628.97
Balance on hand December 31, 1929.....	666,394.35	1,271,162.48
	<u>\$8,817,497.66</u>	<u>\$7,516,608.59</u>

DEPARTMENT OF EDUCATION

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1929

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 666,394.35	\$ 1,271,162.48
Arrears of Taxes due	1,523,566.99	3,095,385.36
Estimated value of Land and Buildings	15,952,240.35	6,447,445.32
Estimated value of Furniture and Apparatus	1,518,694.71	1,514,888.13
Estimated value of School Libraries	87,242.52	293,782.42
Other Assets	427,702.64	283,572.15
	<u>\$20,205,841.56</u>	<u>\$12,906,235.86</u>
LIABILITIES		
Teachers' Salaries	\$ 20,825.53	\$ 48,772.19
Debenture Indebtedness	10,276,098.39	1,557,532.97
Outstanding Accounts	552,738.94	1,044,596.71
Amounts due Treasurers	271.76	5,013.74
Excess of Assets over Liabilities	9,355,906.94	10,250,320.25
	<u>\$20,205,841.56</u>	<u>\$12,906,235.86</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1929

ASSETS

Cash on hand	\$ 1,937,556.83
Arrears of Taxes due	4,618,952.35
Estimated value of Land and Buildings	22,399,685.67
Estimated value of Furniture and Apparatus	3,063,582.84
Estimated value of School Libraries	381,024.94
Other Assets	711,274.79
	<u>\$33,112,077.42</u>

LIABILITIES

Teachers' Salaries	\$ 69,597.72
Debenture Indebtedness	11,833,631.36
Outstanding Accounts	1,597,335.65
Amounts due Treasurers	5,285.50
Excess of Assets over Liabilities	19,606,227.19
	<u>\$33,112,077.42</u>
Total Insurance on Property	<u>\$18,296,815.60</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION

	1928-29	1929-30
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment	\$ 61.18	\$ 63.64
Cost per pupil per year according to average attendance...	81.66	80.69
Average cost per pupil for each day in attendance	.431	.417
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment	59.58	61.08
Cost per pupil per year according to average attendance...	86.01	84.08
Average cost per pupil for each day in attendance.....	.455	.439
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment	62.29	65.23
Cost per pupil per year according to average attendance...	78.03	78.84
Average cost per pupil for each day in attendance.....	.40	.405
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment.....	52.73	55.73
Cost per pupil per year according to average attendance..	68.55	67.76
Average cost per pupil for each day in attendance	.342	.35
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment.....	77.48	83.00
Cost per pupil per year according to average attendance....	93.16	95.91
Average cost per pupil for each day in attendance	.47	.48
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment	87.78	86.29
Cost per pupil per year according to average attendance....	113.92	107.42
Average cost per pupil for each day in attendance.....	.58	.551

The cost per pupil according to enrolment shows an increase from last year, but cost per pupil, according to average attendance, shows a decrease from the previous year.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

YEAR	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69

DEPARTMENT OF EDUCATION

TABLE 31.

TEACHERS' SALARIES, 1929-30, IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	631	\$4,000	\$ 750	\$1,749.28
First Female	1,218	3,100	800	1,278.38
Second Male	704	3,200	900	1,221.92
Second Female	2,980	3,100	600	1,114.43
Third Male	37	1,500	900	1,071.21
Third Female	86	1,300	900	998.84
Provisional Female	1	840	810	840.00
Special Male	33	3,800	1,500	2,492.42
Special Female	15	3,000	1,500	2,146.67

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1929-30

Average Salary per year paid in Rural Schools	\$1,058.73
Average Salary per year paid in Town Schools	1,639.14
Average Salary per year paid in Village Schools	1,282.42
Average Salary per year paid in Separate Schools	1,109.03
Average Salary per year paid in Consolidated Schools	1,275.13
Average Salary per year paid in all Schools	1,241.60
Average Salary per year paid in Urban Schools	1,507.37

TABLE 33.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1930 INCLUSIVE.

	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742		\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	144	1,946,869.28	16,490.25	1,486,273.67
1908	19,589	20,054	10,104.32	8,819.44	592,232.64	1,468	1,066	156	2,553,060.48	23,379.20	1,115,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.61	1,815	1,245	168	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	179	4,643,612.94	39,302.70	2,941,474.19
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	251	7,371,639.52	50,950.28	4,078,812.92
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	282	9,908,492.24	76,327.30	4,956,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,235	217	12,110,375.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	212	13,442,857.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,938.69	4,218	2,459	124	13,534,839.12	111,839.97	6,886,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,654	129	14,165,097.26	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	135	14,868,976.33	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,850,331.67	5,652	2,984	142	15,892,920.05	224,371.07	9,990,843.44
1919	53,238	68,329	31,334.04	43,441.56	3,590,327.58	6,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1920	59,886	75,864	34,935.05	47,431.63	4,371,508.02	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921	*56,361	*67,967	*39,232.17	*50,193.18	5,213,011.25	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,669	3,388	27	18,068,293.17	337,289.08	14,580,843.29
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,727	3,409	24	18,379,211.59	364,403.00	15,415,937.14
1923-24	67,435	79,318	44,188.26	61,713.88	5,443,247.53	5,727	3,409	24	18,651,814.66	366,113.20	17,270,654.21
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,186.27	5,135	3,463	22	19,028,647.66	363,982.03	17,135,184.00
1925-26	68,571	81,555	46,009.79	64,918.03	5,640,218.58	5,380	3,515	40	19,628,044.57	369,992.98	17,982,511.66
1926-27	73,942	80,438	49,266.69	65,298.09	5,899,839.00	5,815	3,571	50	20,957,119.68	379,106.19	18,618,333.17
1927-28	76,051	83,003	51,470.05	67,613.96	6,243,085.22	5,827	3,640	75	22,399,685.67	381,024.94	19,606,221.19
1928-29	77,656	87,185	53,803.64	69,676.29	6,586,973.98	5,705	3,718				
1929-30	79,335	88,741	57,809.26	74,763.75				81			

*For the June term only. The figures given for amounts expended on teachers' salaries, number of school districts organized and erected each year, values of school property, libraries and excess of assets over liabilities are for the calendar year. The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows a large increase.

TABLE 34.

SCHOOL DISTRICTS ERECTED DURING 1930

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Hinterland	4457	Jan. 2nd.....	83-84	5-6	6	Thos. Modrall
Soldar Creek	4458	Jan. 14th.....	92-93	22-23	5	J. J. Christie
Poplar View	4459	Jan. 2nd.....	76	16-17	5	Sam Leganchuck
Sylvae	4460	Jan. 3rd	93	22-23	5	W. Hudema
Volin	4461	Jan. 4th.....	79	4	6	H. Dzioba
Thorsby	4462	Jan. 20th.....	49	1	5	S. Collinson
Ravenswood	4463	Jan. 31st.....	69	11	6	L. Young
Simpson	4464	Jan. 31st.....	90-91	22	5	H. W. Simpson
West Prairie	4465	Feb. 4th.....	73-74	17-18	5	D. V. McDougall
Black Duck	4466	Feb. 4th.....	83	3	6	Paul Unterschultz
Jackpine	4467	Feb. 4th.....	80-81	19-20	5	G. P. Schneider
Cossack	4468	Feb. 4th.....	60-61	16-17	4	J. Zaionc
Clearwater Creek	4469	Feb. 4th.....	62-63	5-6	5	A. Stauffer
Southwell	4470	Feb. 7th.....	72-73	11-12	6	Arthur Southwell
Belanger	4471	Feb. 17th.....	78-79	22-23	5	D. Belanger
Hart River	4472	Feb. 17th.....	77-78	16	5	J. R. Vickers
New Pine Creek	4473	Feb. 18th.....	63-64	21-22	4	M. A. Nolesnik
Tangent	4474	Feb. 18th.....	78-79	24	5	Joseph Granger
Silver Springs	4475	Feb. 18th.....	83-84	25	5	Mrs. F. W. Parrott
Little Bear Creek	4476	Mar. 3rd.....	63	2	4	Paul Laplante
Itipaw	4477	Mar. 3rd.....	69	11-12	6	Ernest Finch
Willow Creek Village	4478	Mar. 21st.....	28	18-19	4	J. F. Mitchell
Crown Point	4479	Mar. 14th.....	30	12-13	4	Thom. S. Matthews
Franchere	4480	Mar. 18th.....	61	7	4	Ben Petersen
Chester	4481	Mar. 18th.....	84	5	6	J. W. Bayliff
New Prairie	4482	Mar. 18th.....	87	23-24	5	Jas. Helps
Torun	4483	Mar. 20th.....	74	5	6	Jos. Hancharyk
Jim Creek	4484	Apr. 4th.....	90-91	24	5	N. E. Livingstone
Black Bear Lake	4485	Apr. 4th.....	64	25-26	4	Chas. G. Atkinson
David Thompson	4486	Apr. 4th.....	83-84	3	6	Peter Dechant
Ross Lake	4487	Apr. 7th.....	1-2	23	4	Mrs. L. Smith
Meadowville	4488	Apr. 8th.....	73	8-9	6	John Harder
Sidlesham	4489	May 6th.....	49-50	1	4	A. Stacey
Dousall	4490	May 6th.....	76-77	19	5	W. Brulotte
Strawberry Ridge	4491	May 7th.....	48-49	4	5	J. H. Innes
Riverhurst	4492	May 22nd.....	63	2-3	4	Mrs. E. Dean
Peaceful	4493	June 5th.....	60	2-3	4	James McFeeters
Mountain Side	4494	June 19th.....	72	8-9	6	H. H. Stobbe
Tranquillity	4495	June 19th.....	73	3-4	6	W. Talbot
South Side	4496	June 18th.....	13-14	15	4	F. G. Bennett
Big Coulee	4497	July 2nd.....	67-68	22	4	G. E. Tomlinson
Dupres	4498	July 2nd.....	62	6-7	4	John Dutertre
Steepprock	4499	July 2nd.....	72-73	12-13	6	M. J. Hogg
Fitzsimmons	4500	July 7th.....	73	2-3	6	A. Graham
Montagneuse Valley	4501	July 7th.....	85-86	4-5	6	F. D. Bean
Royce	4502	July 21st.....	83-84	5-6	6	F. L. Smith
Rothsay	4503	July 18th.....	17-18	13-14	4	Robert Scott
Ashdown	4504	July 18th.....	75	9-10	6	C. Nordhagen
Ingersoll	4505	July 31st.....	83-84	20-21	5	James Bell
White Land	4506	Aug. 1st.....	75-76	20-21	5	Napoleon Loisselle
One Tree	4507	Aug. 2nd.....	19-20	13-14	4	Sydney Ponting
Ansell Lake	4508	Aug. 2nd.....	64	21	4	M. D. Morrison
Klondyke Trail	4509	Aug. 15th.....	71	8-9	6	W. Bruce
Bonniedale	4510	Aug. 15th.....	80-81	26-1	5-6	Clinton Brown
Charleston	4511	Aug. 15th.....	49-50	3	4	Sepp Bayer
Saddle River	4512	Sept. 5th.....	76	6-7	6	Wm. Bulhafner
Cross Lake	4513	Sept. 6th.....	64-65	26	4	H. L. Clark
Littleport	4514	Sept. 8th.....	59-60	5-6	5	J. M. Beaver
Elmspring	4515	Sept. 8th.....	4-5	16	4	H. C. Sweet (O.T.)
Bonanza	4516	Sept. 16th.....	79-80	12-13	6	David Nickel
MacKay	4517	Sept. 17th.....	53-54	11-12	5	Wm. MacKay
Hinton	4518	Sept. 18th.....	51	24-25	5	E. Loseth
Legend	4519	Sept. 29th.....	6	12-13	4	John Talstra
New Endon	4520	Oct. 3rd.....	6-7	8	4	Mrs. F. Cooper
Larvert	4521	Oct. 6th.....	67-68	23-24	4	G. Gillespie
Bruneau	4522	Oct. 6th.....	79-80	21-22	5	Napoleon Bruneau
Grimshaw	4523	Oct. 18th.....	83	23-24	5	W. A. Bhault
Low Bush	4524	Oct. 31st.....	60-61	20	4	John Andrusiak
Acomb	4525	Nov. 7th.....	55-56	2-3	4	Oscar O. Oie
Owl River	4526	Nov. 13th.....	67-68	13	4	Geo. Laboucan
Ramona	4527	Nov. 17th.....	50-51	6-7	5	J. Beauchamp
Smoky	4528	Nov. 22nd.....	81-82	22-23	5	W. L. Walker
Hasell	4530	Nov. 27th.....	87	25-26-1	5-6	F. E. Ross
Poplar Valley	4531	Nov. 27th.....	46	4-5	5	W. Turnbull
Larkin	4532	Nov. 29th.....	61-62	9	4	Robert Rogerson
Lubeck	4533	Dec. 1st.....	82-83	6-7	6	Marshall Barber
Peavine Creek	4534	Dec. 22nd.....	76-77	20	5	Theodore Ouellette
Ranger	4535	Dec. 17th.....	83	3-4	6	J. P. Luknowsky
Rocky Island	4536	Dec. 18th.....	64-65	11	4	Amos Lawson

SCHOOL DISTRICTS ERECTED DURING 1930—Continued

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Rural High School Districts						
Beaverlodge	14	Feb. 7th....	69-70-71- 72-73	9-10-11	6	
De Winton	15	July 7th....	21-22	29-1-2	4-5	
Duchess	16	Sept. 8th....	19-20-21	13-14-15	4	
Roman Catholic Separate Districts						
Clandonald	29	Jan. 4th ...	53	5-6	4	M. J. MacDonald
Guy	30	July 21st....	77-78	19-20	5	James Hagan

SCHOOL DISTRICTS DISORGANIZED DURING 1930

Name	No.	Date of Disorganization	Twp.	Rge.	Mer.
Girouxville	3859	Feb. 15th	78	21-22	5
		(to take effect from Oct. 4, 1928)			
Cheltenham	2677	Mar. 22nd	10-11	13	4
		(to take effect from Jan. 1, 1930)			
Battle River Prairie....	3759	May 16th	91-92	22-23	5
		(to take effect from Jan. 1, 1930)			
Rosevear Cons.	35	June 30th	54-55	14-15-16	5
		(to take effect from June 30, 1930)			

TABLE 35.

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING JUNE 30, 1930

Number of Colleges reporting, 30

	Male	Female	Total
No. of Teachers in residence	45	66	111
No. of Teachers not in residence	29	55	84
No. of Pupils in residence	793	728	1521
No. of Pupils not in residence	856	1180	2036
No. of Pupils also enrolled in publicly controlled Schools.....	27	28	55
No. of Pupils doing work of Elementary Grades	640	894	1534
No. of Pupils doing work of Secondary Grades	467	488	955
No. of Pupils doing special work only	542	526	1068

Total Enrolment	3,557
Average Attendance	3,202.38
Average number of days School operated	197.85
Length of Course in years	4 to 14 years

SCHOOLS UNDER CONTROL OF:

(a) Church	10
Corporation	4
Society	4
Private Individuals	12
(b) Religious Denominations	17
Non-sectarian	13

TABLE 37.

REPORT OF BUSINESS COLLEGES (Private)
For the Scholastic Year ending June 30, 1930
Number of Colleges reporting, 5

	Male	Female	Total
No. of Instructors	17	35	52
No. of Students enrolled	879	1425	2304
No. of Students in Day Courses	522	870	1392
No. of Students in Night Courses (not also in Day Courses) ..	357	555	912

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For Day Courses	221
For Night Courses	90.60

AVERAGE NUMBER OF HOURS OF SESSION:

For Day Courses	5.60
For Night Courses	2.60

SYSTEMS OF SHORTHAND:

Gregg	533
Pitman	448

TABLE 38.

COURSES OR COMBINATION OF COURSES

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School	40	25	20	20
High School	40	50	50	45
Correspondence	43	46	...	...
COMMERCIAL:				
Book-keeping	110	145	190	162
Shorthand	77	389	55	278
Office Routine	70	236	48	74
Telegraphy	30	5	15	5
Rapid Calculation	5	18	21	38
MUSIC AND EXPRESSION	410	520	...	...
(Day and Night Courses)				
	825	1434	399	622

TUITION FEES:

	By Month	For Course
Day Courses	\$13.00-\$20.00	\$90.00-\$100.00
Night Courses	6.00	40.00 - 45.00

NORMAL TIME FOR GRADUATION (Day and Night Courses)..... 6 to 18 months

TABLE 39.

STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF SUBJECTS

	Students	
	Male	Female
Arithmetic	142	100
Book-keeping	300	307
Business Practice	135	80
Civics	50	35
Commercial Law	50	25
Commercial Geography	35	15
Correspondence	221	420
English Literature	200	200
English Composition	200	200
Filing	103	300
French	25	50
Business Papers	102	97
Office Routine	118	310
Penmanship	302	518
Rapid Calculation	212	271
Spelling	133	431
Adding Machine	10	30
Typewriting	282	730
Mechanical Book-keeping	4	10
Mimeograph	50	150

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